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ABSTRACT

This publication presents a tool for community foundations interested in developing out-of-school-time programs in their communities. It explores what is being learned about efforts to build quality systems and to challenge community foundations to help their communities sustain them. The accounts it presents were gathered through a survey of over 650 U.S. community foundations and from the work of community foundations that received grants from the Coalition of Community Foundations for Youth. The publication presents the following sections: "Out of School Time Matters to Youth, Families and Communities"; "Building Blocks of an Out of School Time-Friendly Community: Equity and Diversity"; "Quality"; "Financing"; "Policie: 21st Century Community Learning Centers"; "Partnerships"; "Youth Engagement"; "Intermediary and Governance Entities"; and "Playing Many Roles: Going the Distance." Three appendices present a fact sheet on school-age children's out of school time, community foundations featured in this publication, and national organizations and local, state, and regional intermediaries. (SM)

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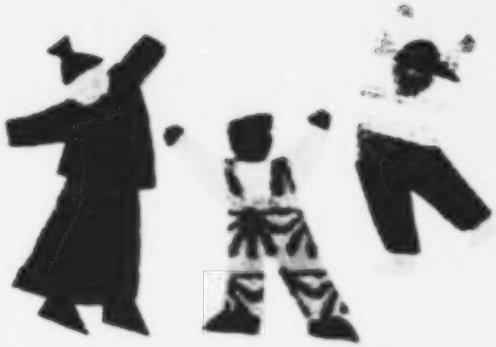

Out of School Time Matters:

What Community Foundations Can Do

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Introduction

Out of School Time Matters: *What Community Foundations Can Do*

Out of School Time Matters: What Community Foundations Can Do is offered as a practical tool for community foundations interested in the development of out of school time systems in their communities. In recent years, community foundations have expanded their role beyond funding direct youth services — moving into strong partnerships with the public and nonprofit sectors, with youth and advocates to build systems that support and sustain quality programs and activities for all youth, particularly those facing barriers such as income, race and language.

Community foundations have expanded their role beyond funding direct youth services — moving into strong partnerships with the public and nonprofit sectors, with youth and advocates to build systems that support and sustain quality programs and activities for all youth.

While many communities are working to increase the quantity and quality of out of school programs and activities, none has yet achieved scale and permanence. Every community has quality programs that are in jeopardy, from Beacons schools to 21st Century Community Learning Centers, because of lack of stable funding. This publication seeks to capture what is being learned about efforts to build quality systems and to challenge community foundations to help their communities sustain them.

The stories shared in this publication were gathered through a survey called "Looking for Good Stories," sent to more than 650 community foundations in the US, and from the work of community foundations that have received grants from the Coalition of Community Foundations for Youth. This publication is not a comprehensive assessment of the multitude of policy and program issues around out of school time. Rather, it is to let you know what your colleagues are doing and to challenge your thinking about what you might do. (Information about local, regional and national resources, e.g., groups working on out of school issues and willing to share current research, data, promising practices, and policy opportunities, is included in the Appendix on page 41.)

Coalition of Community Foundations for Youth's Role in Out of School Time Initiatives

Out of School Time Matters continues the ongoing commitment of the Coalition of Community Foundations for Youth (CCFY) to promote the development of systems that support all youth in their out of school time. CCFY, launched in 1991, helps build the leadership capacity of community foundations to improve outcomes for children, youth and families by connecting them to leading intellectual and technical resources as well as to the financial resources needed to seed new work. CCFY works in partnership with national foundations on issues such as youth development, youth civic engagement, youth philanthropy, responsible fatherhood, and improving child outcomes by strengthening families and neighborhoods.

Out of school time, particularly promoting systems that provide quality out of school time opportunities for all young people, became an important part of CCFY's work in 1998. At that time, CCFY began working with the Charles Stewart Mott Foundation to support and learn from the "on the ground" work of community foundations on these issues. With support from the Mott Foundation, CCFY has made grants totaling $600,000 to eleven community foundations to help their communities take next steps toward building out of school systems that support all youth, particularly those facing barriers.

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Out of school time issues have been the subject of numerous learning activities sponsored by CCFY for the community foundation field, including site visits, a list serve, annual conferences, publications, and newsletters. CCFY's annual conference, which reaches hundreds of community foundation staff and their local partners, has featured national experts presenting information on best practices, research findings, and policy developments affecting children, youth and families. Among the groups that CCFY is indebted to for sharing their expertise with community foundations are the Afterschool Alliance, Alternatives, Inc., Center for Youth Development and Policy Research, Chapin Hall Center for Children, Finance Project, Forum for Youth Investment, John Gardner Center for Youth and Their Communities, National Institute on Out of School Time, Public Education Network, and the Youth Development Training and Resource Center of the Consultation Center.

This publication is being released at the Coalition of Community Foundations for Youth's September 2002 Annual Conference, *Going the Distance: Community Foundations and Youth,* in conjunction with an opportunity for 40 community foundations in attendance to receive mini-grants to put ideas into action. Their efforts will add to the body of knowledge about the ways community foundations and their partners can advance out of school opportunities for young people. In 2003, CCFY will host a forum for approximately 20 community foundations and their local partners working on out of school time issues. The forum will focus on policy opportunities at the local, state and federal levels and provide tools to assess, use, advocate for and improve public policies that support youth in their out of school time particularly youth of color and youth growing up in disadvantaged circumstances.

CCFY thanks all the community foundations who responded to our survey, "Looking for Good Stories," gave us details of their work in phone interviews, and reviewed drafts of *Out of School Time Matters*. Without their creative, hard work in communities across the US, this publication would not exist.

We know that we have not heard from many of you who are doing interesting, effective work on out of school issues. We hope you will share your stories with us by email at ccfy@ccfy.org.

Out of School Time Matters to Youth, Families and Communities

Out of School Time Matters: *What Community Foundations Can Do*

There is a tendency in professional circles to segment children and youth by setting: in a family, school, an after school program, serving on a youth grantmaking board or a school board, or playing basketball down the street. Schools are seen as the place where youth participate in academics; youth programs where they participate in recreation, cultural or artistic activities; families and neighborhoods where they receive emotional and physical nurturing. Yet, we know that in communities that thrive, schools, families and youth programs each do all of these things and in ways that reinforce each other. It is the sum of the support that makes for healthy youth, families, neighborhoods and communities.

> *Positive youth development is about providing youth with opportunities for enrichment, exploration, independence and choice.*

Broadly speaking, "out of school time" refers to how communities engage and support children and youth when they are not in school. At best, programs and activities operate on youth development principles and adhere to the conviction that youth are present as well as future assets. Positive youth development is about providing youth with opportunities for enrichment, exploration, independence and choice, not treating them as problems to be fixed or adults in training.

The movement to create out of school time opportunities has gained momentum since 1990 as societal demand for safe places, childcare before and after school, and high-performing schools has escalated. Statistics indicate that 78 percent of school-aged children have working mothers, and that there are some 8 million latchkey children. The National Center for Juvenile Justice reports that crime and teen sexual activity rise alarmingly in the late afternoon when schools close their doors. Schools themselves, especially in low-income neighborhoods, are experiencing increasing absenteeism and dropout rates at the same time they are pressured for academic accountability.

Creative out of school time programs, activities and supports can protect children, engage them in productive activities, develop and hone competencies, encourage school attendance, provide peace of mind for parents and lead to healthier life trajectories. When a community develops a strong, sustainable out of school time system that supports the social, emotional and physical development of children and youth, it builds strong families and neighborhoods as well.

The Time to Act is Now

Policymakers increasingly see providing support for youth in their out of school time as an essential component of our social fabric. While it is the responsibility of the whole community to help children succeed, the programs and activities that support them in their out of school time are an important part of that equation. However, these programs are critically under-funded, regularly threatened by tax cuts and suffer from high staff turnover due to low compensation. These things undermine the quality of programs and their ability to help children achieve the outcomes that public officials, funders and parents are looking for. Programs desperately need stable funding from public and private sources.

There is some optimism about the increase in federal funds for school-based after school programs. The increase began in 1997 with the allocation of $40 million for the 21st Century Community Learning Centers Initiative (21st CCLC) and has soared to at least $1 billion for fiscal 2003. As of mid-summer 2002, after school advocates were

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pushing for an allocation of $1.5 billion for fiscal 2003, which would provide slots for an additional 710,000 children. However, grants to communities with these funds are time-limited and already communities are struggling to figure out how to continue programs begun with 21st CCLC money.

In addition to the greater federal commitment to out of school programs, at least half the states are augmenting federal out of school time funds and the National League of Cities reports that a number of cities have launched major out of school time efforts. Yet, few cities have the data needed to accurately know what is available to young people in their out of school hours. We do have strong indications that there are not enough programs and activities. A recent evaluation of the Making the Most of Out of School Time initiative indicates that only 10 percent of elementary and middle school age children in Chicago have access to programs, 14 percent in Boston and 35 percent in Seattle.[1]

National funders also are stepping up to the plate. The Charles Stewart Mott Foundation helped make the public investment more effective when it partnered with the federal government on the 21st CCLC Initiative. The foundation made a $100 million, multi-year commitment to address issues of quality and sustainability through training, dissemination of best practices, research and building public will. It also is helping build the capacity of national groups such as the Council of Chief State School Officers, National League of Cities, and National Conference of State Legislatures to work with their constituents in cities and states to address policy and funding issues related to scale and sustainability. The Afterschool Alliance, an advocacy group whose goal is to provide after school opportunities for all children in the United States by the year 2010, was spawned by the foundation's efforts.

Polls indicate broad public support for out of school time programs. A 1999 survey funded by the Mott Foundation and JC Penney found that 92 percent of voters support after school programs for children and youth. During the presidential campaign of 2000, the 21st CCLC was one of the few initiatives supported by both presidential candidates. And, the National Governors Association, National Conference of State Legislatures, National School Boards Association, and American Association of School Administrators, among other umbrella organizations, have joined the out of school time movement.

Local communities have a new incentive and there is a new urgency to get involved in out of school issues. In July 2002, following the reauthorization of the Elementary and Secondary Education Act, the administration of 21st CCLC funds shifted from the federal government to state education agencies. The money is closer to home, thus providing a new opportunity for youth, parents, advocates, providers and community representatives to have an impact on state policies and funding of out of school programs.

With customary agility, community foundations are involving themselves in all aspects of this work. Some make grants to individual programs or become involved in a single issue, such as developing standards and providing technical assistance to ensure quality. Others are creating or supporting intermediaries to address systems-level issues. Still others are stepping out of their accustomed roles by hiring staff to work directly with local partners on out of school time initiatives or by becoming involved in grass-roots political efforts to acquire and sustain public financial support. The stories contained in this report highlight the many ways that community foundations, using limited funding and unlimited ingenuity, are going the distance for America's youth.

Building Blocks of an Out of School Time-Friendly Community

Out of School Time Matters: *What Community Foundations Can Do*

What needs to be in place to support all youth, particularly vulnerable youth, in their out of school time? When we speak of out of school time, we usually mean after school and possibly summer programs that provide recreational, cultural, arts and academic activities. Programs are a key ingredient in the mix, but programs alone are not enough.

In its July 2002 newsletter, the Forum for Youth Investment (FYI) notes a growing understanding that "cities need to think beyond programming when they think about what it takes to support young people when they are not in school." When FYI asked young people in Chicago to talk about what they would like to see for youth in their out of school time, they described a community that is safe, with easy transportation, where youth are seen as helping others and themselves, and the media highlight youth engaged in positive activities. They want a community where "…[youth] put their ideas into action…a street with youth clubs, with lots of staff to help…Youth councils that are linked together throughout the city with decision making power… enough funding in the community for all these programs. And there are job opportunities…"[2]

There also is growing agreement that out of school time is a continuum across age and time. Joan Wynn of the Chapin Hall Center for Children at the University of Chicago says we should create a ladder of opportunity for young people, providing opportunities that move from participation, to contribution, to access to internships and meaningful first jobs. "We need to build community as young people grow." We also need to provide opportunities and supports not just after school, but mornings, evenings, weekends and summers.[3]

> *Many communities have some of the pieces in place but none has yet figured out how to provide and sustain quality after school programs for all its youth. How do we get to this expanded vision of out of school time?*

Many communities have some of the pieces in place but none has yet figured out how to provide and sustain quality after school programs for all its youth. How do we ever get to this expanded vision of out of school time that includes other activities and community supports? How can we address issues of scale and sustainability? Advocates and scholars advance several different frameworks that describe the components of an out of school time system. (See, for example, the work and websites of the Forum for Youth Investment, Center for Youth Development and Policy Research, Save the Children, and National Institute on Out-of-School Time.) The following framework borrows from that body of knowledge, but views the components through the lens of a community foundation that wants to take action, and apply its unique set of its institutional assets, influence and strengths to help its community build an out of school system.

1. Quality Programs and Supports for All Youth. There is consensus on this component. In order to have quality programs in sufficient numbers, particularly for youth facing barriers, a community needs the resources to create and sustain programs and a trained workforce using best and promising practices based on good research to staff them. It needs data about current programs/services and the numbers of youth served and not served.

2. Financing. Communities need adequate and stable public and private funds to support and sustain programs and activities. This is a major barrier facing almost every community.

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3. Policies.
Communities need local, state and federal policies that promote quality and provide adequate funding.

4. Partnerships.
Strong partnerships among key players, public and private, are critical to providing good programs and supports, to building the public and political will to serve all youth, and to developing the policies and adequate funding to be an out of school time-friendly community.

5. Youth Engagement in Every Level of Out of School Time Work.
While this may be seen simply as a positive youth development strategy, i.e., good for youth themselves, it is much more. It can help create public and political will, secure resources and improve the quality of programs. Engaging youth can improve broader community outcomes.

6. Intermediary and Governance Entities.
Communities benefit greatly from the presence of a local organization or organizations that have responsibility for components of an out of school time "system." These entities can take the lead on functions such as training and setting standards or on overall system coordination and advocacy. Many community foundations and their communities are working on pieces of this out of school time system. Some are trying to do it all — create an out of school time-friendly community by addressing all of the pieces at once. The next sections will tell you what your colleagues are doing on specific pieces and about the work of a community foundation that has played many roles over time to help its youth thrive in their out of school time.

Equity and Diversity: A Crosscutting Issue

Issues of equity and diversity arise in all facets of out of school time work — access, quality, financing, partners, policies, workforce, governance, and youth engagement. With major new federal and state investment in out of school programs and activities for youth, there is an opportunity to embrace diversity and ensure equity. Youth in economically poor neighborhoods, most often youth of color or of immigrant families, do not have adequate access to quality programs and activities. The Forum for Youth Investment's recent newsletter reports the results of studies over the last decade that show that youth in economically poor urban neighborhoods have far fewer out of school opportunities. For example, a study in Chicago revealed that the number and variety of programs were dramatically higher in a suburban neighborhood than an urban one, even though the population of the urban one was six times as dense.[4] More likely than not, this is the situation in the majority of American cities.

The population of the US is becoming more diverse. Whites will become a minority of the US population around 2050.[5] California will soon be the first state in the nation where no single racial/ethnic group comprises a majority. California Tomorrow, a research and advocacy organization, and the Foundation Consortium, a group of California community and private foundations and corporate funders committed to improving outcomes for children, examined the opportunities presented by out of school programs to address the needs of an increasingly diverse population. They concluded that unless the state consciously designs programs to meet these challenges and opportunities, its considerable investment in out of school time may "miss the boat and only exacerbate inequities in [California]."[6]

California Tomorrow developed the following framework, which synthesizes the research on effective responses to diversity with a set of basic equity principles:[7]

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Building Blocks of an Out of School Time-Friendly Community

- **An equitable vision of youth development.** After school programs and policies should consciously and directly seek to ensure equity and access and should be based upon a clear vision of youth development that encompasses the cultures, racial/ethnic experiences, languages, backgrounds and community connections of young people.
- **Targeting resources to areas of greatest need.** Resources should be allocated and used with a priority on creating after school supports for children living in communities where such programs are the most scarce and for children in most need.
- **Equitable access.** Policies and practices should ensure that no community is excluded from being able to provide after school services or from being able to access after school services due to barriers related to language, income, race, immigrant status, gender, sexual orientation and/or disability.
- **Improving academic and social outcomes.** After school policies and programs should help improve academic and social outcomes for youth and should play a role in countering (not reproducing or exacerbating) current educational and social gaps and inequities.
- **Program content: cultural sensitivity, building positive identities.** Programs should foster a positive sense of identity, build up the cultures of families and offer a curriculum that values and responds to the strengths, challenges and needs of all of the different kinds of youth in their community.
- **Building youth capacity for contributing to family and society.** After school programs should strengthen the capacity of young people to be active and contributing members of their families, communities and our increasingly diverse society.
- **Ensuring community, parent and youth input.** Policies and practices should support communities, parents and youth in shaping programs and determining which organizations should provide after school services.

In our survey, "Looking for Good Stories," CCFY did not specifically ask what community foundations or their communities are doing to ensure that diversity is valued and equity is reflected in out of school time policies and programs. Thus, we do not yet have stories to share. The suggestions that follow are based on CCFY's knowledge of the work of community foundations. **We would like to hear from you about what you are doing to promote equity and diversity principles in out of school time programs and activities. Please send us your stories by email to ccfy@ccfy.org and we will share them on our website.**

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What Community Foundations Can Do to Promote Equity and Diversity

- Invite proposals that specifically address equity and diversity as an essential component of out of school time.
- In grant guidelines and RFPs, ask for specific examples of how equity and diversity will be incorporated into out of school time programs. Then, ask grantees to indicate in interim and final reports how these strategies are working.
- Help build the capacity of diverse stakeholders and help them gain access to and become partners with those making decisions about out of school policies, programs and funding.
- Support the development of standards, training, best practices and research on equity and diversity issues.
- Support work to build the quantity and quality of out of school programs and activities in diverse, underserved neighborhoods.
- Target your resources to the areas of greatest need.
- Support the development of curricula and programs that celebrate and value youth of different ethnic backgrounds, classes, spiritual beliefs, genders, sexual orientation and physical or cognitive abilities.
- Support and encourage programs to engage youth, parents and communities in the design and implementation of programs.
- Encourage diversity of staff and boards among out of school time providers, intermediaries and governing entities.

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Quality

An out of school time-friendly community provides high quality programs and activities to meet the needs of its youth.

Quality requires adequate and stable resources, knowledge of best and promising practices, trained staff, and enforceable standards for programs. Among the numerous national groups that offer technical assistance to support quality in individual programs and to develop community infrastructures that support quality programs are:

- **Center for Youth Development and Policy Research at the Academy for Educational Development** has been studying promising practices nationally and sponsors a "Promising Practices in Afterschool" listserv that has more than 350 subscribers including practitioners, educators and policy makers. (To subscribe to the listserv, send an email to listserv@listserv.aed.org).

- **Children's Aid Society's National Technical Assistance Center for Community Schools** works to increase the capacity of public schools and community organizations to work together in long-term partnerships that benefit children and families. www.childrensaidsociety.org.

- **National Center for Community Education** is providing training for recipients of the 21st CCLC grants and holds regional training workshops. For information about upcoming training go to www.nccenet.org.

- **National Institute on Out-of-School Time (NIOST)** has lessons and tools to share from its 25 year history and seven years of work helping three communities (Boston, Chicago and Seattle) build systems that assess needs, develop strategies and share resources to improve the quality and availability of after school programs. NIOST has helped create standards for programs and provides training and technical assistance to national, state and local groups and agencies, school districts and individual programs. NIOST facilitates a learning community for the leaders of 25 citywide initiatives in large cities. www.niost.org.

- **Save the Children's "The Web of Support"** shares its lessons learned working with grassroots organizations to implement quality out of school time programs. It is a comprehensive, practical planning tool to help communities develop quality out of school programs. www.savethechildren.org

Local intermediaries also are providing important frontline support for quality programs in their communities. Joan Wynn of the Chapin Hall Center for Children has written about the role of local intermediaries as the closest and most consistent resource for building the capacity of youth organizations." Intermediaries are being recognized as pivotal for communities to provide out of school time opportunities at a scale that has substantial impact on youth, families and communities. They are addressing challenges that directly affect the size, stability and quality of programs and the skills of the young people who participate in them. Wynn cites intermediaries such as the Youth Development Institute which developed the Beacons School model in New York City and has since helped other cities adapt Beacons, and YouthNet of Greater Kansas City that identifies unmet needs of youth and develops the capacity of youth-serving groups to meet those needs.

Quality requires adequate and stable resources, knowledge of best and promising practices, trained staff, and enforceable standards for programs.

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Stories from Community Foundations

How are community foundations supporting quality in out of school programs? Many are funding and building the capacity of intermediaries to provide training and technical assistance to improve the quality of programs. The **Greater Kansas City Community Foundation** supports YouthNet of Greater Kansas City, and the **Community Foundation for Greater New Haven** funds and is on the advisory group for BEST (Building Exemplary Systems for Training Youth Workers).

They also are taking direct action. **The Waterbury Foundation** (CT) has taken on some functions of an intermediary by offering training, coordinating local resources, leveraging funds, providing data base management and developing common outcome measures for after school programs in its community. It worked with the Consultation Center to survey students in after school programs in late 1997 and determined that several low-income neighborhoods were underserved. As a result, the community foundation, the Leever Foundation, United Way and the State of Connecticut created and are funding YouthNET, a coalition of neighborhood and faith-based groups as well as traditional youth agencies offering programs in six neighborhoods.

The Waterbury Foundation provides a half-time staff person to offer technical assistance, organize training sessions and host forums for members of YouthNET. The foundation maintains a confidential data base about the children served and their progress.

The foundation also brought together representatives from city government, the schools, family resource centers, parents, providers, advocates and youth to form the Waterbury Youth Development Advisory Council, a citywide advocacy and coordinating entity for all after school programs. The Council worked with the Yale Child Study Center on an after school questionnaire to assess the impact of these programs on youth competencies, organized the first after school resource fair for parents and youth, and is developing a citywide evaluation system for after school programs in cooperation with the University of Connecticut. It also is guiding the work of youth preparing a documentary on the importance of after school programs.

The **Baltimore Community Foundation** is working on quality on several fronts as an active member and original home of a citywide child health and safety initiative called Safe and Sound. After Baltimore residents, who participated in a series of forums and a town meeting, identified the out of school hours as a priority, one of the first actions was to develop standards to guide practice and performance in delivering out of school programs. The foundation then joined with other funders to provide grants to public and nonprofit groups to assess the quality of their programs against the standards and to develop implementation plans to strengthen program performance. Groups received from $5,000 to $30,000 each to conduct their organizational and programmatic assessment and $50,000 to $500,000 a year for implementation.

The key partners, including funders, in implementing Baltimore's after school initiative have developed a creative strategy to "go to scale" through an innovative "policy match." It asks any organization (public or nonprofit) receiving new after school/out of school funds to implement the standards not only in the newly funded programs but also in currently funded programs. Thus, if one city recreation department program or one school-based program accepted new funds to meet the standards for after school programs, the recreation department and the school district had to agree to adopt the standards for *all* the programs in their system.

The foundation also created the A-Teams Initiative that provides grants to bring skilled athletic and academic coaches and professional artists to after school programs. The initiative hopes to demonstrate that providing high-quality, professionally directed programs enhances youth

achievement in 15 chronically under-served neighborhoods. With funding from CCFY and the Baltimore-based Goldseker Foundation, the community foundation worked with Policy Studies Associates, a national evaluation firm, to conduct a process and outcome evaluation that is showing promising early results.

The **Rochester Area Community Foundation** is working to improve quality through a specially-designed grant program. Grants ranging from $5,000 to $40,000 are made to after school providers (public and nonprofit) who are interested in enhancing the quality of their programs. The RFP, which was released in spring 2002 and will be reissued every six months, recognizes that there may be a variety of ways to enhance the quality of programs and encourages providers to consider many approaches. However, all applicants must tie their desired quality enhancement to well-researched standards (such as the National School-Age Care Alliance standards) or program models that have been evaluated and shown to be successful. The foundation also is providing support to groups such as Cornell Cooperative Extension who provide technical assistance to after school programs.

Six Connecticut community foundations have joined together in a Leadership Network to promote state-of-the-art thinking on both content and process related to out of school programming for early adolescents. The 70 communities that the six foundations serve encompass most of the state; thus, their work has broad impact. Each foundation is working with providers in the communities it serves to enhance their capacity to implement out of school programs within a youth development framework, and assess the outcomes the programs are producing. Each community also is examining best practices to engage youth and parents in the design and implementation of programs. The members of the Leadership Network are the **Community Foundation for Greater New Haven, Hartford Foundation for Public Giving, Community Foundation for Eastern Connecticut, Torrington Area Foundation, Fairfield County Foundation** and **Waterbury Foundation**.

What Community Foundations Can Do to Promote Quality

- Fund and build the capacity of local intermediaries to enhance the quality of out of school programs.
- Help your community develop standards of quality for out of school programs.
- Make grants to providers to assess their programs and help them meet quality standards.
- Be a partner. Convene key players (providers, youth, parents, civic leaders, elected officials) in your community to address issues of quality. Be willing to work with them by serving on boards and committees, connecting them to local and national technical assistance, to elected officials, policy makers and other funders.
- Support research on best and promising practices, data collection to inform planning and programs, and evaluation of quality improvement efforts.
- Look at your grant guidelines for out of school programs to see if and how they can encourage and promote quality.
- Educate your donors who are interested in supporting out of school programs about the difference that investment in quality can make in outcomes for youth and the community.

Financing

Out of School Time Matters: What Community Foundations Can Do

An out of school time-friendly community needs adequate and sustainable funds to support quality out of school programs and activities for all youth.

In the last ten years, the growing number of local, state and federal initiatives indicates that elected officials, policy makers and the public are increasing their support for and investments in out of school programs. As noted earlier, a 1999 survey found that 92 percent of voters believe there should be some type of organized activity or place for children and youth to go after school every day. Another poll conducted by Fight Crime: Invest in Kids found that two-thirds of the respondents listed access to after school programs and early childhood development programs as more important than cutting taxes.

Investment at the federal level has soared. As indicated previously, the 21st Century Community Learning Centers Initiative has provided $2.5 billion since 1995 and will provide up to an additional $12.5 billion through 2007 for schools and nonprofits to work together to provide programs in economically poor communities. Now state governments have new authority and responsibility over these 21st CCLC funds because a new federal law shifts administration of this program from the federal government to the states. (See page 21.) States also have made greater investments of their own funds in out of school time initiatives. One of the largest state commitments is the $165 million this year in California to develop after school programs in elementary, middle and junior high schools. In 2001, New York State increased its funding for after school programs twenty-fold — from $500,000 to $10 million. Kentucky now spends about $37 million on extended-school services and Indiana provides $6 million in grants for Safe Haven Schools in 30 school districts.

The 21st Century Community Learning Centers Initiative has provided $2.5 billion since 1995 and will provide up to an additional $12.5 billion through 2007.

Some states, such as Kentucky, California and Minnesota, have created ongoing funding through budget allocations and new or dedicated revenue sources, including special tax levies or fees. Some states are using their tobacco settlement revenue as endowments for out of school time, spending only the income. However, most state legislatures have adopted time-limited funding to increase supply and have shown limited interest in creating sustainable funding sources. For information about what your state and others have done, see The Finance Project's report, *State Legislative Investment in School-Age Children and Youth,* by Barbara Langford, June 2001. The list of national organizations at the end of *Out of School Matters* provides the web link to The Finance Project for valuable information on this and other reports on the financing out of school programs.

At the local level, cities are also investing more of their resources to provide after school opportunities for youth. In New York City, combined foundation and city funding has produced more than $500 million. Public and private sources in Baltimore have provided $11 million. A collaboration among private and public funders in Boston, the After-School for All Partnership, has pledged $24 million to expand and improve programs over the next five years.

Most local governments finance out of school programs through general funds from the operating budgets or special authorizations of human service departments, park districts and city school systems. Some, such as Pinellas County (FL), Seattle and Oakland, have created special funding streams for out of school programs through guaranteed expenditure minimums, special tax levies, fees, or special taxing districts. For

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example, Oakland's Measure K, passed in 1997, earmarked a portion of general revenues for programs directly serving children and youth and has yielded between $5 and $7 million a year, with approximately $1 million set-aside for youth development grants made by youth themselves. Seattle voters approved the Families and Education Levy in 1990 and again in 1997 when it generated $10 million to support out of school programs as well as early childhood development, school-based student and family services and comprehensive student health services. And, six counties in Florida have created special taxing districts that fund children's services, with Pinellas County being the oldest. Nineteen percent of revenues in Palm Beach County are allocated to out of school time activities for children age six through twelve.

Large demonstration projects, funded by private foundations, have sometimes jump-started comprehensive out of school time programs and efforts to build community infrastructures. The Wallace-Reader's Digest Fund funded the adaptation of New York's Beacons Schools in four communities (Denver, Minneapolis, Oakland and Savannah) and the Making the Most of Out of School Time initiative in Seattle, Boston and Chicago. Like most public funding, however, all of the private funds are temporary and time-limited. Schools, community-based organizations and city and county governments are left with the challenge of creating stable and sustainable funding to continue programs. The challenge of securing sufficient funding to go to scale, to serve *all* youth, is even greater.

Another issue still on the periphery but destined to come to the fore is the funding of comprehensive community supports for youth beyond after school programs. These supports include mentoring, community schools, leadership programs, and activities such as involvement in the policymaking process through youth councils, youth positions in government departments and nonprofit groups and employment in meaningful and relevant work. In *A Matter of Money: The Cost and Financing of Youth Development in America,* the Center for Youth Development suggests that to meet that greater challenge, we must find ways to determine the real costs of youth development and build on the after school momentum to increase public understanding of, and commitment to, youth development on a larger scale. The Finance Project also has a recent report on financing comprehensive community supports for children, *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives.*

> *We must find ways to determine the real costs of youth development.*

Stories from Community Foundations

Community foundations are engaging in the difficult and often messy work of creating sustainable funding for out of school programs and supports in their communities. They are using the familiar tools of convening, partnering, and leveraging to provide leadership publicly and behind the scenes.

The **Rose Community Foundation** has worked very publicly over the last six years to help Denver secure new public funds to expand and sustain its after school programs. The foundation became involved because it was the fiscal agent for a Wallace-Reader's Digest Fund grant to develop Beacons models in Denver. As this five-year demonstration project was ending, the community was seeking resources both to continue and expand the Beacons centers, as well as other after school programs such as the 21st Century Community Learning Centers that are also subject to time-limited support.

The foundation stretched the boundaries of traditional community foundation roles by engaging in a politically-charged initiative to secure new public dollars. And, the road to adequate, sustainable funding has been bumpy. Rose first

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convened the individuals and groups that make policy about, fund and implement after school programs. The mayor's office was a partner, as were the superintendent of schools, the school board, providers and private foundations. This early group worked on developing a nonprofit that would have a public/private board and could receive public and private dollars to use for after school programs. This strategy was eventually stymied and the foundation helped the group reach out to new partners for the next step. As well as bringing child health and early childhood organizations to the table, it provided funding for this new coalition to make a site visit to look at funding strategies in Kansas City and brought the Finance Project to Denver to help the group identify funding options.

This broader, more powerful coalition decided to seek a sales tax increase that would raise about $35 million annually.

> The foundation convened and supported the group that ultimately convinced the mayor to spearhead the drive to get the initiative on the ballot. The ballot initiative narrowly failed in November 2000. With the mayor's support, a second attempt was made in November 2001. The foundation provided funding for consultants who helped the group develop the framework for the ballot initiative as well as communications, a data base and a web site. "We paid for everything up and until actual ballot language existed," said Phil Gonring, Senior Program Officer.

Several factors conspired to sink this second ballot initiative, including a bad economy. However, Gonring believes that a strong intermediary organization focused just on youth might have made a difference. "We needed a strong advocate.... There was no one willing to die on the sword to get this ballot initiative passed," said Gonring.

But the community foundation has not given up. The mayor's office, the Denver public schools and the foundation are now developing a comprehensive, citywide plan for out of school time programs that includes the creation of two pilot projects, one in a low-income community and one in an affluent community. The pilots will begin with focus groups to determine what adults and youth in these communities want during the out of school hours. "It is hoped that these projects will demonstrate to mainstream voters how important out of school time programs are to youth, families and the community," Gonring said. Advocates may then try another ballot initiative.

The foundation believes that the resources and time that it has spent over the last six years have been well worth the effort and moved the community closer to accomplishing its goal of creating and sustaining after school programs. For example, the work over the six years has led to strong relationships among the

> *"If we want to get to scale and sustainability, we have to find funding for the long term."*

school district, the city and nonprofits. The school district is now leading the movement for out of school time in Denver. "This is what philanthropy should be doing, taking risks and doing messy stuff. If we want to get to scale and sustainability, we have to find funding for the long term," said Gonring.

In 1998, the **Greater Kansas City Community Foundation** responded to the threatened closure of before and after school programs that had existed in Kansas City schools for almost two decades. The end of court-ordered school desegregation funding meant budget cuts that would result in the loss of these quality programs that were provided at no charge to parents. With the Ewing Marion Kauffman Foundation, the community foundation helped create a public/private partnership with the Kansas City (MO) School District, state government and local nonprofits, which moved quickly to continue the programs. The partners selected Kansas City's Local Investment Commission, a community-based human services organization located in neighborhoods around the city, to coordinate and administer

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programs and develop diversified and sustainable funding.

The school district's financial crisis meant that the partnership had to look outside the district for funds. With help from The Finance Project, significant sources of state and federal funds were identified and the program, which costs more than $9 million a year, now includes funding from the State of Missouri, the school district, the federal government and parent fees. About $1.3 million comes from private sources.

The **East Bay Community Foundation** has been a partner, funder and leader in Oakland's efforts to increase and stabilize funding for youth programs over the past eight years. It is the lead agency and has been a key strategist in Oakland for the Robert Wood Johnson Foundation's Urban Health Initiative started in 1996. That same year, East Bay embraced the community-driven Measure K, the Kids First! Initiative that requires the city to set aside 2.5 percent of its annual unrestricted general revenue exclusively for direct services to children and youth under the age of 21. Based on polling data and the fact that a tax increase to benefit seniors had failed on the previous ballot, Measure K called for setting aside funds within existing revenues rather than increasing taxes. As well as helping its community secure resources for youth in their out of school time, the community foundation is working in a unique public/private partnership with the city to administer these new funds from which grants of $5 to $7 million are made through an annual RFP process. Since 2000, the East Bay Community Foundation has managed strategic planning, RFP development, the proposal review and appeal processes, and city government monitors contract compliance.

What Community Foundations Can Do to Help Secure Adequate and Sustainable Funding for Out of School Time

- Help your community learn about existing and/or new funds that could support out of school programs and activities for youth by connecting them with local, regional or national experts such as The Finance Project.
- Help administer funds, particularly when your neutrality and expertise as a grantmaker with knowledge of non-profits can be useful in building public trust.
- Help build the public and political will to secure funds either through existing funding streams or new revenue sources.
- Help build the relationships and partnerships among public and private sector actors that will be needed to find adequate and sustainable funds for out of school time.
- Use your grant dollars to build the capacity of groups advocating for out of school time funds.

Policies

Out of School Time Matters: What Community Foundations Can Do

An out of school time-friendly community must have strong public policies that promote quality and provide adequate funding.

Policies should be grounded in youth development principles that value all young people as community assets. Out of school time policies can:

- Set standards for out of school time programs.
- License, monitor and evaluate programs.
- Require staff development and provide public funds to be used for training of staff.
- Earmark funds from existing public funding streams for out of school time.
- Create new public revenue sources for out of school time.
- Remove barriers and provide incentives to groups such as schools and nonprofits to work together to support out of school time.
- Provide incentives and supports for programs to reach out to unserved youth, particularly youth of color and youth living in disadvantaged circumstances.
- Ensure that key stakeholders such as youth, parents and community members are partners in decisions about and implementation of out of school time programs and activities.

Without such policies, a community will not be able to develop the programs, funding and capacity to serve all youth, particularly those facing barriers, in their out of school time. Policy work is increasingly becoming part of the community foundation skill set. As the joint Council on Foundations/ProNet publication *Community Foundations on Public Policy* states, "by expanding our repertoires to include public policy work, we can serve our communities better than ever."[9]

With public policies that support good programs, adherence to best practices, and adequate resources, communities can build the capacity to serve all youth in their out of school time. While foundation funding has contributed markedly to every dimension of out of school time, private funds are inadequate to carry the day. Foundations have advanced efforts to improve the quality of out of school time programs, but without public policies that require and fund the training of youth workers, quality will not improve for large numbers of programs. With community-wide standards that are embedded in public policy, the bar is raised for all programs.

> *With public policies that support good programs, adherence to best practices, and adequate resources, communities can build the capacity to serve all youth in their out of school time.*

> *"...public policy involvement can bolster and augment community foundations' decidedly public missions and goals, as well as provide valuable models for those community foundations seeking a more active role in civil society."*[10]
>
> *Dorothy S. Ridings*
> *President and CEO*
> *Council on Foundations*

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Stories from Community Foundations

Many community foundations are entering the public policy arena on out of school time. Some are working with and helping create policy-setting entities. Ira Resnick, Senior Program Officer at the **Community Foundation of New Jersey,** was asked to serve on the state advisory committee that is determining the shape of the 21st CCLC block grant in that state. This committee is identifying current and potential funding sources, conducting a gap analysis of out of school time programs and developing a framework for the state plan. Mary Thomas, Senior Program Officer at the **Spartanburg County Foundation,** worked with a key state legislator to convene a meeting of more than 60 community people and groups including youth, elected officials and government and nonprofit agencies that serve youth. These discussions led to ongoing work to establish a Commission on Children and Youth for the county that will include representatives from several political entities, seven school districts, county and city government, youth, and nonprofits that work with youth. Spartanburg also plans to establish a Youth Council made up of a diverse group of youth to interact with policy makers.

Community foundations also are helping neighborhood and community leaders and parents have an impact on public policies related to out of school time. Using a small grant from CCFY, the **Community Foundation of New Jersey**, is beginning a creative statewide conversation about out of school time issues through a series of meetings with legislators, mayors and other key decision-makers. Graduates of the Neighborhood Leadership Initiative and Parents Organizing Parents, two statewide grassroots leadership academies run by the community foundation, will be awarded small grants to organize these community conversations. Although interest in out of school time is very high in New Jersey, funding sources are modest, prompting the community foundation to ask the governor to set up a task force to explore funding for after school activities.

Community foundations can play an important role in connecting local-level policies and programs to the state level. An out of school time leadership grant from CCFY is helping a consortium of six Connecticut community foundations do just that. The **Community Foundation for Greater New Haven, Hartford Foundation for Public Giving, Waterbury Foundation, Community Foundation for Eastern Connecticut, Torrington Area Foundation** and **Fairfield County Community Foundation** connect their local work on quality programs to the Connecticut Youth Development Collaboration, a group of public and private funders convened periodically by the state's office of policy management. The Collaboration provides private and public funders a realistic assessment of what private dollars can do for out of school time and what is needed from the state and other public sources. The Collaboration includes key state department of education people, including the director of 21st CCLC programs.

In their work with the state office of policy management, the Connecticut community foundations bring their knowledge and experience from the "frontlines." For example, knowing that young people are looking for hands-on experiences, leadership and responsibility, they advocated keeping language in the funding guidelines that will encourage programs to engage youth in meaningful ways. They also have advocated for the use of juvenile justice money for programs on the grounds that good youth development is a prevention strategy.

Establishing and building the capacity of local intermediaries can also have a positive impact on public policies. Some intermediaries have public sector representation on their boards and help set public policy and make funding decisions. Others primarily implement policies but have an impact on policy makers by virtue of their expertise and knowledge of programs and practice. They can be strong advocates for good public policy. One such intermediary

is POST (Partners in Out-of-School Time). POST is a community-wide collaborative committed to providing each child in Charlotte-Mecklenburg County (NC) a safe, supportive, stimulating environment when school is out. It was convened and is funded by the **Foundation for the Carolinas** and is led by a broad-based steering committee. Its goals are to build an out of school time system, strengthen existing programs and activities and examine the needs of under-served youth.

As well as building the capacity of local intermediaries to influence policy, community foundations can help connect them to key policymakers. PlusTime NH is a statewide intermediary organization for out of school programs in New Hampshire that works directly with state officials on systemic change as well as providing technical assistance to programs. Three years ago, the **New Hampshire Charitable Foundation** chose PlusTime NH as one of four nonprofits to participate in its Entrepreneurial Investing program. Through the program, PlusTime NH received funding, expert consultation and direct support from the foundation that helped it connect with other funders, business leaders and opinion leaders in the State. As a result of its increased capacity, PlusTime NH received a $4.5 million grant from the Nellie Mae Foundation in June 2002 to work on after school programming in 12 needy communities. The communities are being jointly identified through the collaborative effort of PlusTime NH, the Department of Education and the governor's office. Because of their partnership with the governor's office and public agencies, PlusTime NH is now able to have an impact on policies and programs that will affect all New Hampshire's youth. For example, the newly hired coordinator for 21st CCLC programs is housed in the PlusTime NH offices in order to have access to its resources and training. Cynthia Billings, Executive Director of PlusTime NH, is working with the coordinator to create an RFP and bidder's conferences that will inform out of school time providers about several sources of funding, including 21st CCLC. Such a public and private partnership to develop policy and funding is a "win win" for New Hampshire's youth.

What Community Foundations Can Do to Inform and Influence Public Policy

- Educate your staff, donors, board and grantees about out of school time policy issues and opportunities.
- Educate parents, youth and citizens about out of school time policy issues.
- Serve on and/or connect others in your community (parents, youth, advocates, grantees) to local or state committees or agencies that are developing public policies.
- Develop relationships with elected officials and connect groups working on out of school time issues to them.
- Connect the experience and knowledge of your community on policy and programs to state-level efforts on out of school time issues.
- Build the capacity of an intermediary to work on out of school time policy issues and connect them to agencies and elected officials.

21st Century Community Learning Centers

New federal legislation gives states control of 21st Century Community Learning Center Initiative funds that will provide as much as $12.5 billion through 2007 for out of school programs. Information below can help your community ensure that the funds are spent to support youth in your community in quality out of school programs.

Many youth, schools and nonprofits in your community have benefited from the federal investment of more than $2.5 billion since 1995 in out of school time programs through the 21st Century Community Learning Centers Initiative (21st CCLC). In addition, the Charles Stewart Mott Foundation has made a multi-year commitment of over $100 million to support the quality and sustainability of after school programs. In late December 2001, Congress reauthorized this program with some significant changes that provide an opportunity for your community to help ensure that your state designs, funds and implements this initiative in the best way possible.

New federal legislation shifts administration of the 21st CCLC program from the federal to state governments. Your state education agency will be the lead agency for administering, monitoring, evaluating and providing training and technical assistance. It will establish a competitive grant process for individual schools, local agencies (education and/or government), and/or community- based organizations to apply for funds to establish or expand out of school learning opportunities. Federal funds will be distributed to the states by a funding formula similar to that of Title I and must be used to supplement, not supplant, state, federal, and local resources expended to provide similar programs.

Each state must submit a plan to the Secretary of Education that describes how it will use the funds including procedures and criteria for dispersing funds to eligible groups. The state plan also must include an evaluation component and a sustainability component.

What Community Foundations Can Do

1. Contact your state education agency to see how representatives from your community can be involved in developing and implementing the state plan. Groups or people (out of school time providers, advocates, youth, parents) have valuable experience and information about out of school programs that can help your state develop an effective plan. A list of people to contact in each state's education agency can be found on CCFY's web site, www.ccfy.org. In some communities, it may be best if you make the first call; a call from a community foundation may get more attention. In other communities, you may want pass this information along to key advocates, providers, youth or parents so that they can call.

2. Encourage your state to design policies and procedures that promote a partnership among public and private schools, providers, parents, and youth. Policies and funds should support broad youth development goals (integrated approaches to academic, social, emotional, and physical development, as well as the acquisition of new skills and competencies) and not be used just to extend the school day or provide solely recreational activities.

3. Encourage your state to maintain or increase its own funding for out of school supports for youth. There is concern that, despite the prohibition, some states may use the 21st CCLC funds to free up existing state funds spent on out of school programs. It is very important that states show Congress that out of school time is a priority if we are to keep and increase federal funding. State investments can help leverage more federal dollars.

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Partnerships

Out of School Time Matters: What Community Foundations Can Do

An out of school time-friendly community is made up of strong partnerships among key players such as local government, schools, nonprofits, youth, parents, funders, advocates, business and civic leaders, elected officials and other policy makers.

A community can have the best information about how to provide quality out of school time programs and activities, how to find additional funding, and perhaps even have some committed advocates — an intermediary, an elected official, or youth themselves. However, if strong relationships do not exist among most of the key players, the community will not be able to address difficult issues such as funding, quality and sustainability. Strong partnerships and relationships can help build the public and political will to support all youth in their out of school time.

Every community faces the tensions between groups such as schools and nonprofit programs that are trying to work together to provide after school programs; between grassroots leaders, advocates and elected officials who may disagree on the amount and sources of funding; and between city agencies and providers over standards and licensing.

Building a strong network of key individuals and groups can help a community focus on the bottom line — that all of them are working for positive outcomes for the same youth and that we all must be concerned about all outcomes — social, emotional, academic and physical. It is said that all politics are local; it is equally true that the actual, everyday activities, or the lack thereof, for youth happen at the local level. Without the trust among key players that facilitates coordination and cooperation for mutual benefit, we cannot build communities where youth thrive. As Harvard professor and author Robert Putnam writes, "Working together is easier in a community blessed with a substantial stock of social capital."[11]

> *Strong partnerships and relationships can help build the public and political will to support all youth in their out of school time.*

Stories from Community Foundations

Community foundations are both initiating and joining partnerships, and helping other groups in their communities build strong relationships. In each section of this report, you see evidence of the diverse partners that community foundations are working with on out of school issues. They are helping connect nonprofits and advocates with elected and other public officials who are funders and policy makers. For example, the **Rose Community Foundation** in Denver and the **Columbus Foundation** in Ohio work with their mayors on out of school time issues. In Columbus, Mayor Coleman has created an office of education, and one of its charges is to provide quality after school programs for every child in the city. The foundation funded the office to do a study of the status and needs of after school programs and provided two years of grant support to help get programs started around the community. Recently, the foundation was asked by the mayor to convene public and private groups, including the business community, to determine how to pay for and sustain quality after school programs for all children. (To learn more about what elected officials in cities across the US are doing on out of school issues, visit the web site for the National League of Cities and look at the work of the Institute for Youth, Education and Families at www.nlc.org.)

In South Carolina, the **Spartanburg County Foundation** teamed up with a state legislator as well as local elected officials to work on the issue of out of school time. To learn how the National Conference of State Legislators is supporting the work of their members on out of school issues,

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visit their web site: www.ncsl.org/programs/cyf/after.htm.

Community foundations also are helping build the capacity of grassroots leaders to be effective partners, and encouraging local and state government to work with them. The **Community Foundation of New Jersey** is connecting neighborhood leaders who participate in its Neighborhood Leadership and Parents Organizing Parents programs with state and local lawmakers around the subject of out of school time. These leadership programs have helped participants learn about and take action on after-school issues such as 21st CCLC. The foundation is encouraging grassroots leaders to see themselves as part of a larger constituency that can have broad impact on public policy and funding–not just on their own school or after school program. Foundation staff met with several child welfare groups and found little work being done to connect grassroots people with policymakers. So, they decided to do the job through their own networks. As mentioned earlier, it is considering a small grants program for these grassroots leaders to use to meet with elected officials around out of school issues in New Jersey.

Community foundations themselves can be effective partners in this work and are joining with diverse groups to work on out of school issues. As described in the chapter on Quality, six community foundations in **Connecticut** have partnered with one another and with state government to find a way to improve out of school time for the state's youth. The **Arizona Community Foundation** partners with city and state agencies and has developed local partnerships with Libraries for the Future in each of its three diverse out of school time initiatives across the state. The partnership with libraries is vital for several reasons. As a cornerstone public institution in both rural and urban communities, the local library acts as an important lead organization and anchor. It is a visible and respected community place that performs a number of key functions, ranging from the provision of youth-related and community information to acting as a convener and meeting place. The Libraries for the Future staff work actively with youth through activities such as the use of computers in community mapping, e-journalism, ongoing communications and mobilization.

In Washington, D.C., the **Community Foundation for the National Capital Region** and its partner, the D.C. Children and Youth Investment Trust Corporation partnered with the city and school district to form a network of out of school time providers, develop standards for programs and provide capacity-building support to them. The foundation also convened community meetings for policy makers and funders to raise awareness and increase investments in youth development and education.

Schools are important partners in the work of communities to provide after school programs and supports to youth. Yet, at times, conflicts arise between schools and nonprofits about such things as the use of buildings, content of programs and funding.

This fall, the **Hartford Foundation for Public Giving** will join staff from the Hartford Public Schools (HPS) and the city to develop strategies to strengthen the integration of the foundation's nearly $7 million After-School Initiative for middle school aged youths, HPS's after school academic support programs, and Hartford's community-based after school programs. This series of intensive planning meetings will be facilitated by the Children's Aid Society of New York. The Society (www.childrensaidsociety.org) is an excellent resource for community foundations, schools and nonprofits that want to strengthen their capacity to work in partnership to meet the developmental needs of youth.

Just by providing meeting space, a little staff support and sponsoring presentations on issues that the group wished to learn about, the **Sioux Falls Area Community Foundation** helped its community come together on out of school time. After the community received a 21st CCLC grant, the foundation convened people and groups

interested in after school programs — providers, local government agencies, United Way, schools and churches. This informal group met frequently to discuss all the issues that arise with government funding, good things and cumbersome things such as reporting and evaluation requirements. The foundation was a primary conduit for sharing information with others about the grant and brought community groups such as Girl Scouts and Boy Scouts together to discuss ways they might be part of the after school programs funded by the grant (the grant dictated that schools work with community organizations). By getting people together, the foundation provided a vehicle for sharing best practices and sparking ideas. "It was a support group for those venturing into new waters," said Marsha Englert, Executive Director of the foundation.

Assuring positive after school options for children is the **Oklahoma City Community Foundation's** longest running initiative. A strategy used by After School Options from the beginning has been to bring together public and private sector entities that might be able to serve more youth and/or enhance the quality of after school programs. The foundation has sought out city-wide institutions such as the metropolitan library system, the school district, YMCA, arts organizations, the zoo, churches and the city parks department to create a system of programs that can be sustained over time. "These partnerships have done wonderful things in terms of relationships. The parks department had never had any relationship with the schools," said Sam Bowman, OCCF Program Director.

What Community Foundations Can Do to Build and Support Strong Partnerships

- Provide incentives and support for groups with an interest in out of school issues to work together, and particularly to join forces on each other's issues.
- Help groups build the relationships and trust that will lead to effective partnerships.
- Join partnerships as a community-based institution with resources and knowledge about the out of school landscape in your community.
- Use your convening and grantmaking to provide space and time for groups to build partnerships and networks.
- Bring new partners to the table, particularly overlooked ones such as youth, grassroots leaders, people from different ethnic and racial groups, people of different income levels.
- Use your influence and resources to help nonprofits, schools, elected officials and other groups overcome turf and political barriers to working together.

Youth Engagement

Out of School Time Matters: *What Community Foundations Can Do*

Can a community be out of school time-friendly without engaging youth as partners?

Engaging youth is such a key component of an out of school time-friendly community that it warrants attention separate from other forms of partnerships. Youth are the customers and consumers of out of school time programs. More than that, young people are present, not just future, resources for the community. Involving them at the program level in design, implementation, training, governance and evaluation can make programs more successful and effective. Engaging young people at the system level in planning, advocacy and public will-building adds authenticity and enthusiasm to the cause. Such youth involvement models the kind of quality youth development experiences that we want out of school time programs to offer.

Not only are programs and youth strengthened by engaging youth as partners, the community itself is strengthened. According to the Innovation Center for Community and Youth Development, "As pure human capital in community ventures, youth offer tremendous and often untapped contributions. Young people's exuberance and optimism alone can make rich additions to efforts to strengthen communities."[12]

A report on the Ford Foundation's Community Youth Development Initiative suggests that youth development and community development are inseparable processes. This Initiative provided support to national advocacy organizations, youth serving groups, and researchers to learn about the relationship between youth development and communities. The report concludes that youth are powerfully influenced by their communities, beyond the influence of programs and, of equal import, communities are shaped in part by their youth. ***Community youth development*** is defined as the positive development of young people and communities.[13]

"As pure human capital in community ventures, youth offer tremendous and often untapped contributions. Young people's exuberance and optimism alone can make rich additions to efforts to strengthen communities."

Stories from Community Foundations

While it is a relatively new endeavor, community foundations are engaging young people in their out of school time work in a variety of community-building ways.

The partnership between Michigan's **Barry Community Foundation** and youth proved so powerful that the community responded by committing new funds to create a youth center. The foundation's youth philanthropy board (known as the Youth Advisory Council or YAC) used a CCFY grant to train its members to map youth services in Barry County. YAC members interviewed 25 business and community leaders and held focus groups of students in local middle and high schools.

"We wanted the kids to be involved in out of school time efforts," said Bonnie Ballinger, Executive Director of the Barry Community Foundation. "We trained them in how to do focus groups, how to talk with other kids and how to interview nonprofits and businesses about opportunities for youth." The YAC youth learned from the focus groups that their peers wanted a teen center. They then talked with business leaders and made a case for the teen center. The community foundation helped youth make their case to the broader community and elected and civic leaders.

In 2001, Barry County voters approved a modest increase in the tax that finances the local school district. The new funds will

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be used to build a community center, which will include a teen center designed and planned by young people. The center is set to open in 2003.

Youth also can help educate their community about the need for quality out of school time programs and activities. In rural Virginia, 45 students are speaking to their community through digital storytelling, using a CCFY grant to the **Community Foundation of the New River Valley**. "We wanted youth to tell their stories themselves," explained Executive Director Andy Morikawa. In the digital storytelling workshop held at Virginia Tech's i-Mac laboratory, teenagers learned to transform video clips, printed words, voice-over and music into a digital medium that will become iMovies. Some of the brief movies will be presented to civic groups, parent-teacher associations and governing bodies.

> "It is a first step to raising community awareness about out of school time issues, and it gave students an opportunity to learn technical skills and also how to express themselves," Morikawa said. Included in the videos are descriptions of the five rural communities served by the fledgling foundation in southern Virginia.

The **Greater Milwaukee Foundation** engages youth in every aspect of its out of school time work. "Our out of school time efforts in Milwaukee use youth civic engagement as the 'center of our universe,'" said David Gibbs, Program Officer. "We are trying to prepare and position young people to influence policy and community decision-making. A team of 20 young people and adults governs Milwaukee's Youth Mobilization Initiative, a network of individuals and organizations committed to the development of youth and adult partnerships in out of school time programs.

The focus on youth, combined with an effort to improve standards in out of school time, has led to the creation of a Community Youth Development Training Network in which youth and adults provide training for youth and adults. Participants in the training who recently coordinated a second annual Summer Training Institute, include youth and staff from community-based groups and the public school system. The local Private Industry Council, which hosts one of the Youth and Adult Partnerships (YAP), recently indicated that in the future, participating organizations will be able to receive youth employment funding for the youth involved in YAP teams at community-based groups. One youth-adult partnership team is assisting in the integration of youth into the Milwaukee Public School Board.

Listening to and engaging youth has an impact on out of school time funders and decision-makers. In Oklahoma, the **Norman Community Foundation** had opened its doors only ten weeks earlier when Executive Director Charlie Suggs received a phone call from several high school students. They had seen an announcement in the press about this new foundation and called to ask what it was going to do for the young people of Norman. "They wanted to do something for themselves," Suggs said.

Two years later, the group, calling itself Teen Advisors of Norman (TAN), has raised $12,500 for an endowment at the foundation and has a 25-member board that is working on a long term goal of creating teen centers across the city.

Recognizing that transportation is a barrier faced by many young people, TAN has proposed building several teen centers and plans to ask the Norman City Council to conduct a feasibility study on funding those centers. "The kids who are working on this know that they will not be here when the centers are built," Suggs said. "They want to bring their own kids here and be able to tell them 'I was part of building these teen centers.'"

Though they are not traditional providers of out of school time programs for youth, the scores of community foundations that host youth philanthropy programs are doing just that. When youth philanthropy programs are based on positive youth development principles, they provide meaningful, supportive opportunities for

youth, and have a salutary effect on the community foundation as well. And their reach can be broad. For example, the **Grand Traverse Regional Community Foundation** (MI) operates five Youth Advisory Councils (YAC), one for each county it serves. During the past ten years, the community foundation has engaged more than 500 youth as YAC members, empowering them to make a difference in their communities through grantmaking and leadership development.

The YACs have further supported out of school time opportunities through grantmaking, investing about $30,000 in out of school time projects in 2002.

Like the **Barry Community Foundation**, a number of community foundations have looked to their youth grantmaking colleagues as partners in out of school time system development. The Youth as Resources (YAR) youth board members at the **Baltimore Community Foundation** are in great demand as proposal reviewers and to train both their peers and adults on how to successfully engage youth in community development. Under a contract with the Family League of Baltimore, YAR provides technical assistance on youth development issues in eleven after school program sites. For several years, YAR youth have participated in the grant review process for the community foundation's out of school time grants initiative.

What Community Foundations Can Do to Engage Youth in Out of School Time Program Planning and System Building

- Engage young people in youth mapping and other techniques for identifying community assets and needs related to out of school time programs and activities.
- Include young people on out of school time planning, policy and funding bodies.
- Help young people publicize out of school time issues in their own voice — through youth media, speak-outs, presentations and testimony before public bodies, and other forums.
- Organize training so young people and adults can learn to work together on the program and system-building level.
- Publicize young people's contributions to out of school time in order to raise the community's appreciation of young people.
- Use your grantmaking guidelines and grant decision-making process to declare unequivocally the value the foundation places on youth participation in authentic roles.

Intermediary and Governance Entities

Out of School Time Matters: *What Community Foundations Can Do*

Communities benefit from the presence of one or more local organizations that have responsibility for specific components of an out of school time system or overall system coordination and advocacy.

There is no out of school time "system" in the sense that there is a school system. As a result, communities are finding a need for some group or groups to address issues that affect out of school time programs across the board and to act as the glue that holds the pieces together to better serve youth.

As the Forum for Youth Investment put it in a recent newsletter, "The name and the location of the entity does not matter. But somewhere in the city, certain capacities have to exist. Someone has to have the power to bring

> *"Someone has to have the power to bring the right people around a table to plan and make decisions. Someone has to be charged with connecting and coordinating all the pieces."*

the right people around a table to plan and make decisions. Someone has to be charged with connecting and coordinating all the pieces. Someone has to be charged with the vital functions of training, standards development, organizational capacity building and the like."[14]

Intermediary organizations are being recognized as pivotal to endeavors that achieve a scale large enough to have substantial impact. They are brokers and facilitators who convene and network, build knowledge and disseminate it, help identify standards, provide training, management assistance, advocacy and do assessments and evaluations. Within the last fifteen years, a number of local or regional intermediary organizations have emerged. Several, such as the Youth Development Institute that is helping expand and adapt the Beacon schools' model of youth and family centers in public schools, are described in ***Building Local Infrastructure for Youth Development: The Added Value of Capacity-Building Intermediary Organizations,*** published by the Center for Youth Development and Policy Research (CYD).

A key role that community and private foundations can and have played is helping create and build the capacity of intermediaries. Foundations helped create and provide a majority of the funding for six of the eight intermediaries described in the CYD report. We urge you to look at whether your city, county or region has groups that can help build and sustain programs, opportunities and supports for all youth in your community. If you find them, lend your stature and other resources to their efforts. If they do not exist, consider the leadership roles you might play in fostering their creation.

Throughout this report, examples have been given of the critical roles that intermediaries play. From PlusTime NH, YouthNet in Kansas City, the After-School Institute in Baltimore, BEST in New Haven to community foundations such as New Jersey and Waterbury that are playing intermediary roles themselves, these groups are providing training, collecting data, helping set standards, advocating, creating learning communities and coordinating disparate efforts on issues of quality, quantity and financing.

In a new wave of activity that is gaining momentum, a variety of entities are taking on the task of bringing together policy makers, funders, providers, youth, nonprofits, government agencies and others to build a city or countywide system of out of school time activities and experiences. Instead of working on selected components of the system, these groups are bringing players

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together to develop and implement a comprehensive plan — to build a system. Some are formal commissions or nonprofits made up of public and private representatives; others are more informal, convened by entities such as community foundations.

The National League of Cities (NLC) and the National Institute on Out-of-School Time (NIOST) are exploring what these entities look like by bringing together leaders from cities around the country to identify and disseminate promising practices in developing and implementing systems and/or infrastructures to support high-quality out of school opportunities for youth. To learn more about CityWorks: Building Strong City-wide After-School Initiatives, visit their web sites at www.nlc.org and www.niost.org.

Stories from Community Foundations

Community foundations are playing a part in helping their communities create governance structures that can be the glue for an out of school time system. In 1993, community foundations were fiscal agents for the grants that the Wallace-Reader's Digest Funds made in their MOST (Making the Most of Out-of-School Time) Initiative in Chicago, Seattle and Boston that created prototypes for out of school time intermediaries. An evaluation of MOST by the Chapin Hall Center for Children at the University of Chicago says that "A unique characteristic of MOST in all three cities was the development of a set of collaborative structures: some kind of governance or oversight group and some number of domain-specific working groups or committees, corresponding to the substantive goals of MOST." The committees, led by a member of the oversight group, worked on specific issues such as professional development, program improvement and, in some cases, made decisions about the distribution of funds. Membership in both groups (oversight and committees) was voluntary as they worked to link fragmented resources and elements of an after-school system.[16]

In 1999, the **Foundation for the Carolinas** (Charlotte-Mecklenburg County, NC) convened a major community planning initiative to study the needs of children and youth in their out of school time that led to the formation of POST (Partners in Out-of-School Time). POST is a collaborative, community-wide commitment to provide each child (K-12) in the community a safe, supportive, stimulating environment when school is out. POST consists of a small full-time staff, a board of advisors composed of community leaders, a broad-based steering committee, a network of program providers, and six work teams. Its goal is to build and sustain the infrastructure of a high-quality system of programs and activities for children and youth.

POST's strategy is to work on all the pieces needed to build an out of school system. It is working to improve the quality of programs by encouraging their progress toward meeting the POST Core Standards, accreditation and, as appropriate, licensure. It is initiating new programs and activities – particularly in under-served neighborhoods – by leveraging and identifying new funding streams and by expanding training and technical assistance resources for existing and new programs. A media campaign is heightening the community's awareness of the importance of out of school time opportunities. By 2003, POST plans to have a collaborative structure that will assess needs, formulate strategies, develop resources and ensure accountability.

POST's role as an intermediary is strengthened by its connections to statewide and national partners. It works directly with the National Institute on Out-of-School Time through the Cross-Cities Network and with the National League of Cities' Expanded Learning Opportunities Technical Assistance Grant to Charlotte. In North Carolina, POST works with the 21st CCLC Advisory Committee and several statewide child care and advocacy groups.

The **Rochester Area Foundation** is taking an equally comprehensive approach to build an out of school system in its community. It parallels the strategy that the foundation has successfully employed over the last twelve years to improve the quality, quantity and funding of early childhood programs. As it did in the early childhood initiative, the foundation began by convening key decision makers. In 2001, it created the Greater Rochester After-School Alliance, a volunteer advisory board that includes funders, policy makers, providers, public agencies (including school districts and recreation departments) and researchers. "We wanted to set up a priority-setting body and prepare the community to take advantage of out of school money coming down the pike from the county, state and private sources," says Deborah Ellwood, Vice President of Community Programs.

The Alliance is working on many fronts. It first conducted an inventory to determine what programs existed, where youth were being served and the need for additional services. The inventory includes information on curricula, transportation and funding. Next will be a survey of children, youth and parents to find out what sorts of out of school programs and activities they want. A subcommittee of the Alliance is developing standards based on those of the National School-Age Care Alliance. The process of adapting and adopting standards includes forums for providers to give their input.

The Alliance anticipates that it will play the role of advocate in the community and the state. The foundation learned from Rochester's early childhood education initiative that broad community engagement is critical to sustaining high quality programs.

What Community Foundations Can Do to Support Intermediaries or Governing Entities

- Fund and work with intermediaries charged with supporting providers and the community around out of school issues such as quality, financing, equity and diversity, staff development, best practices, and data.
- Help your community create a governance structure that can pull pieces of an out of school system together so that scale and sustainability can be reached.

- Use your influence to bring other funders, public and private, and elected and appointed government officials to the table.
- Help intermediary organizations become stable and sustainable resources to your community. Assist them in stabilizing their own funding so that they are not distracted by constant fund-raising needs. Connect them to research on best practices and their counterparts around the country so that they can stay abreast of the learning curve.

Playing Many Roles: Going the Distance

Out of School Time Matters has focused on what community foundations are doing to address specific out of school time system building blocks, but many are working on all of the pieces simultaneously and for the long-term. One is the **Baltimore Community Foundation** (BCF). Funder, partner, staff, advocate and home — all of these describe the work of BCF over the last eight years as its community engages in the Herculean task of putting together the programs, training, standards, governance, funds and the public and political will to become a community where youth thrive in their out of school time.

A Neutral Home for a Community Initiative

For many years, BCF had been making grants to after school programs and summer camps. In 1990, it received a Leadership Development grant from the Ford and MacArthur foundations that it used to expand and strengthen its work on children and family issues. By 1995, BCF was well positioned to take advantage of the Robert Wood Johnson Foundation's initiative to improve the health and safety of urban children. BCF convened the more than 20 groups, including the city health and police departments, advocates and providers to discuss this opportunity to bring $10 million to Baltimore over 10 years. The community foundation was asked by this group, who saw it as neutral ground, to staff and house the project, called Safe and Sound, during the two-year planning phase.

Focus groups and street corner meetings were held, culminating in a community-wide meeting in Baltimore's civic arena, where 7,000 residents settled on five goals. One of these goals was to create a citywide system that increases the number and quality of after school/out of school opportunities for children and youth between the ages of 6 and 18.

Not Your Typical Job Description

Hathaway Ferebee, BCF's program officer who staffed the project and later became Executive Director of Safe and Sound, says hers was not the traditional role of a community foundation program officer. The planning phase -- with its diverse partners and grassroots convening strategies — required the foundation to think creatively and flexibly about her role. It was a considerable departure from reviewing proposals, working with grantees and making grants. While the challenges were many, the rewards to the community and foundation have been great.

In its fourth year of implementation, Safe and Sound has:

- leveraged $27 million for the legislatively-mandated public/private management agency to support out of school programs;
- developed standards for programs and, through a collaborative of funders, provided grants to help programs meet the standards;
- created an intermediary to advocate on out of school issues, train staff and provide technical assistance to programs;
- engaged young people as partners in out of school policy and programs; and
- created a governance structure, which includes public agencies, the mayor's office, nonprofits, advocates, funders, the community foundation and youth to coordinate program, policy and funding efforts.

Playing Many Roles

Danista Hunte, current program officer at BCF, says the community foundation continues to seek

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opportunities to strengthen Baltimore's emerging system of out of school time programs and supports. For example, BCF created the A-Teams Initiative, which provides grants to bring skilled, professional artists and athletic and academic coaches to after school programs. Suzanne Cohen, a board member and major donor of BCF, made a challenge grant of $1.05 million and helped raise the match from other funders for a total of $2.4 million for the A-Teams initiative. Ms. Cohen says that all youth should have access to after school programs that expose them to the arts, athletics and academic enrichment opportunities.

Moreover, Baltimore is a not just a partner, funder and advocate for youth in its community; it is a partner with youth. It has engaged youth in every phase of Safe and Sound and its youth grantmakers make an important contribution by helping the public/private management agency review proposals and make grants to after school groups.

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Notes

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National Institute on Out-of-School Time
Center for Research on Women, Wellesley College
March 2001

Fact Sheet on School-Age Children's Out-of-School Time

Families Need Supervision for Children and Youth

According to a recent poll, 71% of voters say it is difficult for parents to find after-school programs in America; 60% say it is difficult for parents to find afterschool programs in their communities (Afterschool Alliance, June 2000).

The U.S. General Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas (U.S. General Accounting Office, 1998).

In 69% of all married-couple families with children ages 6 to 17, both parents work outside of the home. In 71% of single-mother families and 85% of single-father families with children ages 6 to 17, the custodial parent works outside of the home (U.S. Bureau of Labor Statistics, 2000).

The National Institute on Out-of-School Time indicates that there are approximately 8 million children ages 5 to 14 that spend time without adult supervision on a regular basis. This number includes 4 million children between the ages of 5 and 12 and another estimated 4 million children ages 13 and 14. These figures rise markedly as children age (Miller, 1999, Hofferth & Jankuniene, 2000).

More than 70% of employed parents who spend more than 40 hours per week on the job feel that they do not have enough time with their children (Appleseed Today, U.S. Dept. of Education, Bureau of Labor Statistics, 1998).

Kids are left unsupervised for a number of hours each week. The time differential between when children leave school and when parents get home from work can amount to 20-25 hours per week (James et al., 1999).

The number of children living in working-poor families increased from 4.3 million 1989 to 5.8 million in 1998 (working–poor families are defined as families where at least one parent worked 50 or more weeks a year and the income was below the poverty level (Annie E. Casey Foundation, 2000).

Children spend only 20% of their waking time in school, because public schools meet only for 6 hours per day, 180 days per year. This leaves 185 days and many hours each day free—a time of both risk and opportunity (The Future of Children, 1999; Miller et. al., 1997).

Children Spend Time After School in A Variety of Ways

Recent data comparing children's use of time in 1997 to 1981 indicates that children are spending more time on household work, sports, studying, in school, and in personal care activities, and less time playing, eating, watching television, in outdoor activities, and having household conversations (Hofferth & Sandberg, 1998).

Children spend an average of almost three hours per day watching television, and 17% of children regularly watch more than five hours of television per day (Kaiser Family Foundation, 1999).

The average amount of time children (ages 2-17) spend using television, computers, video games, or VCR totals 4.8 hours per day, or 33.6 hours per week (Stanger & Grindina, 1999).

Between 1981 and 1997, the time boys spent on studying increased 50%, while the amount of time girls spent increased 16%. In 1997, boys and girls ages 6-8 spent an average of 22 minutes per weekday studying, while boys and girls ages 9-12 spent an average of 39 minutes and 37 minutes, respectively. Black and Hispanic children spent more time studying than non-Hispanic white children; family income is not related to time spent studying (Hofferth & Sandberg, 1998).

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Children Today

The U.S. Census Bureau estimates that in the year 2000, there were 51.5 million school-age children living in the United States; children ages 5 to 13 were estimated at 35.8 million and children ages 14 to 17 were numbered at 15.7 million (U.S. Census Bureau, 2001).

America's children continue to grow in racial and ethnic diversity. In 1999, 65% were white, non-Hispanic;

15% were black, non-Hispanic; 16% were Hispanic; 4% were Asian/Pacific Islander; and 1% were American Indian/Alaska Native (America's Children: Key National Indicators of Well-Being, 2000).

In 1998, 29% of children lived in families with incomes less than 150% of the poverty level, or $24,990 a year on average for a family of four (America's Children: Key National Indicators of Well-Being, 2000).

Poor outcomes associated with poverty include: decreased IQ, decreased academic achievement, increased fatal accidental injuries, increased iron deficiency, and increased dropout rates (Child Trends, 1999; Children's Defense Fund, 1998; Duncan & Brooks-Gunn, 1997).

The gap in average math scores between 9 year-olds in high-poverty schools and low-poverty schools was 22 points in 1996, down from a 28-point gap in 1992. The gap in average reading scores between 9 year-olds in high and low-poverty schools was 38 points in 1996, down from a 40-point gap in 1992. This represents a three to four-grade level gap in student performance (U.S. Department of Education, 1998).

84% percent of households with children in very poor urban neighborhoods do not have a computer; 20% do not have a phone; Half of the children in low-income urban areas live in households that do not have a car (13% all children) (Annie E. Casey Foundation, 2000).

From a study of 17 developed countries, the US had the highest child poverty at 22% and the next highest Australia was nearly 50% lower at 14% (Rainwater, et al., 1995).

Children's Health & Safety

According to the National Safe Kids Campaign, nearly 4.5 million children 14 and younger are injured in their homes every year and most unintentional injury related deaths occur when children are out of school and unsupervised (Karasik, S., 2000).

Children without adult supervision are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use. Children who spend more hours on their own and begin self-care at younger ages are at increased risk of poor outcomes (Dwyer, et. al., 1990; Pettit, et al.,1997).

On school days between 3PM to 6PM, the occurrence of violent juvenile crimes such as: murders, sexual assaults, robberies, and assaults, triples. (Sickmund et al., 1997).

According to a 1999 study by the U.S. Department of Justice, children are at greater risk of being victims of violent crime in the four hours after the end of the school day, roughly 2PM to 6PM (Snyder, et al., 1999).

A study of the relationship between parental monitoring, adult supervision and problem behaviors among ninth graders living in California found that youth who lacked adult supervision after school had more problem behaviors such as substance use, risk taking, depressed mood, and poorer grades, than did youth who were supervised by an adult (Richardson et al., 1993).

Children's television viewing has been associated with lower reading achievement, behavioral problems, and increased aggression. When children watch more than three hours a day of television or watch violent programs, the incidence of these behavioral and learning risks increases (Miller, 1995).

The three major effects on children of seeing violence on television are: 1) children may become less sensitive to the pain and suffering of others, 2) children may be more fearful of the world around them, and 3) children may be more likely to behave in aggressive ways toward others (American Psychological Association, 2001).

The prevalence of pediatric obesity has doubled in the past 30 years (McGowan et. al., 2000).

According to the Centers for Disease Control and Prevention, physical activity programs for young people are most likely to be effective when: they emphasize enjoyable participation in physical activities that are easily done throughout life; give young people the skills and confidence they need

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to be physically active; promote physical activity through all components of a coordinated school health program and develop links between school and community programs (Centers for Disease Control and Prevention, 2000).

A Variety of Programs Respond to These Needs

An estimated 39% of kindergarteners through third-graders receive some form of non-parental care before and/or after school on a weekly basis, equivalent to a total of 6.1 million children in primary school in the U.S. who spend an average of 14 hours per week in these care arrangements. 17% are in relative care, 14% in center-based programs, and 10% in non-relative care, 2% of children in this age group reported to be in self-care before and/or after school (Brimhall & Reaney, 1999).

Unlike preschool-aged children, school-age children typically attend more than one after school program or activity in the course of a week. The 1990 National Child Care Survey-- the most recent information available- found that over three-fourths of elementary school children with employed mothers attend at least two different arrangements (Hofferth et al., 1991).

Almost 30% of public schools and 50% of private schools offered before- and/or after-school care in 1993-1994, compared to only 15 and 33% in 1987-1988. These programs are least available in rural areas (National Center for Education Statistics, 1997).

The national movement toward high-stakes testing is increasing the focus on supporting academic skill development during out-of-school time. Forty-nine states have performance standards for elementary and secondary education; 26 have exit exams in place or in process; 19 publicly identify failing schools (Hurwitz & Hurwitz, 2000).

Children Can Benefit From Participation in High Quality Programs

Researchers at the University of Wisconsin reported in 1999 that children who attended more days of an after-school program were rated by their classroom teachers as having better work habits and better interpersonal skills compared with children who attended fewer days. Children who attended more days were also less likely to endorse aggression as a response to peer conflict, and their school attendance was better (Vandell & Pierce, 1999).

Research indicates that children who attend high quality programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in after school programs (Baker and Witt, 1996; Kahne, Nagaoka & Brown, 1999; Posner & Vandell, 1999).

Children who attend programs spend more time in learning opportunities, academic and enrichment activities, and spend less time watching television than their peers (Posner & Vandell, 1994).

In one study, children who attended an after school program missed fewer days of school, had better homework completion, better school behavior, and higher test scores. Parents reported that they were able to work more hours and had more flexible schedules (Hamilton & Klein, 1998; Ohio Hunger Task Force, 1999).

Participation in sports is linked to an increase in girls' self-esteem, positive body image, self-confidence, and sense of competence, as well as a decreased incidence of depression, pregnancy, and smoking initiation (Girls Report, 1998).

Students who spend one to four hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities (U.S. Department of Health and Human Services, 1996).

Higher Participation is Linked to More Positive Outcomes

One study found that, compared to peers with lower attendance rates, children who attend after-school programs regularly have higher grades and self-esteem. It found that those children who attend programs more frequently achieve more positive outcomes (Baker and Witt, 1996).

One study found that program children had fewer school absences, better conflict management skills, and better work habits at school than non-program children from the same high crime neighborhoods, and those who attended more

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frequently had more pronounced effects (Vandell and Pierce, 1999).

The UCLA Center for the Study of Evaluation found that students with at least four years participation in the LA's BEST afterschool program had better subsequent attendance, which let to higher academic achievement on standardized tests of mathematics, reading and language arts (Afterschool Alliance, June 2000).

According to a recent report by Fight Crime: Invest in Kids, after-school programs have been proven to reduce crime, prevent other risky behaviors, and teach values and skills (Taggart, 1995).

Research showed that every dollar spent on the Quantum Opportunities after-school program returned $3.04 in benefits to participants and the public, without even accounting for a six-fold drop in crime by participating boys. Boys an girls left out of the program were 50% more likely to have children during high school years and twice as likely to drop out of high school. Boys and girls who participated in the programs were two and a half times more likely to go on to further education after high school (Taggart, 1995).

Costs of Care

Fees for programs for school-age children vary. The national average cost for child care is $286 per month, and ranges from $209 in Mississippi to $370 in Massachusetts (Urban Institute, 2000).

Nearly half of America's working families with a child under the age of 13 have child care expenses that consume on average 9% of their monthly earnings. Families with earnings below the federal poverty level who pay for child care spend an average of 23% of their monthly earnings on childcare (Urban Institute, 2000).

Child care costs can affect children's development, by determining not only the type, but also the quality of care that the family can afford (Urban Institute, 2000).

Early findings from the MOST Evaluation estimated that a full year program costs approximately $4,000 per child; costs drop to $3,000 when space and utilities are donated. Administrative time and other in-kind donations are excluded from these estimates. (Halpern et.al, 1999).

Public Support is Growing

Sixty-seven percent of Americans are ready to forego a tax cut to provide children with good early childhood development programs and quality after-school programs (Fight Crime, Invest in Kids, 2001).

More than one-third of voters believe that the biggest problem facing children today is that they are alone and unsupervised. This concern has grown in recent years, increasing to 38% this year from 26% in the last year's after-school survey. (Afterschool Alliance, 2000).

In a survey of police chiefs, 86% said expanding after-school and educational childcare programs would greatly reduce youth crime and violence. Ninety-one percent of police chiefs said America will pay later in crime, welfare, and other costs, if greater investments in after-school and educational child care aren't made now (Fight Crime, Invest in Kids, 1999).

Public and Private Funding is Increasing

In the past five years, the Federal Department of Education's 21 st Century Community Learning Center grants has increased from $1 million to $846 million and will be providing funding for approximately 6,600 schools serving 1,600 communities across the states (US Department of Education, 2001).

At least 26 states are increasing funding for after-school programs and opportunities. At least 30 states are seeing greater involvement from schools in extending learning during the after school hours (National Governor's Association, 1999).

In Fiscal Year 99, 1.8 million children received subsidies for child care from 4.6 billion dollars of federal funds (Child Care and Development Block Grant). Thirty-five percent or 600,000 children were of school age, from 6 to 13 years old (U.S. Department of Health and Human Services, 2001).

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(781) 283-2547 Telephone; (781) 283-3657 Fax
www.niost.org

Community Foundations Featured in Out of School Time Matters

Out of School Time Matters: *What Community Foundations Can Do*

■ **ARIZONA**

Arizona Community Foundation*
Bruce Astrein, Senior Vice President f
or Programs
2122 East Highland, Suite 400
Phoenix, AZ 85016
602-381-1400 x21
bastrein@azfoundation.org
www.azfoundation.org

■ **CALIFORNIA**

East Bay Community Foundation
Franklin Hysten, Youth and Community
Relations Coordinator
200 Frank H. Ogawa Plaza
Oakland, CA 94612
510-208-0818
fhysten@eastbaycf.org
www.eastbaycf.org

■ **COLORADO**

Rose Community Foundation
Phillip Gonring, Senior Program Officer
600 S. Cherry Street, Suite 1200
Denver, CO 80246
303-398-7415
pgonring@rcfdenver.org
www.rcfdenver.org

■ **CONNECTICUT**

Community Foundation
of Southeastern Connecticut*
Jennifer O'Brien, Program Officer
One Union Plaza
New London, CT 06320
860-442-3572
jennob@cfsect.org
www.cfsect.org

Fairfield County Community Foundation*
Karen Brown, Program Director
523 Danbury Rd.
Wilton, CT 06897
203-834-9393
kbrown@fccfoundation.org
www.fccfoundation.org

Hartford Foundation for Public Giving*
Sara Sneed, Senior Program Director
85 Gillett Street
Hartford, CT 06105
860-548-1888
ssneed@hartnet.org
www.hfpg.org

Torrington Area Foundation*
James Garfield, Executive Director
PO Box 1144
Torrington, CT 06790
860-626-1245
torrfoundation@snet.net
www.tafpg.org

Waterbury Foundation*
Carol O'Donnell, Director of Grants
and Community Services
81 West Main Street
Waterbury, CT 06702
203-753-1315
codonnell@waterburyfoundation.org
www.waterburyfoundation.org

Community Foundation for
Greater New Haven*
Sarah Fabish, Senior Program Officer
70 Audubon Street
New Haven, CT 06510
203-777-2386 x234
sfabish@cfgnh.org
www.cfgnh.org

**Designates Coalition of Community Foundations for Youth Out of School Time grantee*

Community Foundations Featured in *Out of School Time Matters*

■ **DISTRICT OF COLUMBIA**

Community Foundation for the National Capital Region*
Kathy Whelpley, Vice President Program and Donor Engagement
1112 Sixteenth Street, NW - Suite 340
Washington, DC 20036
202-955-5890
kwhelpley@cfncr.org
www.cfncr.org

■ **MARYLAND**

Baltimore Community Foundation*
Danista E. Hunte, Program Officer
2 East Read Street, 8th Floor
Baltimore, MD 21202
410-332-0486
dhunte@bcf.org
www.bcf.org

■ **MICHIGAN**

Barry Community Foundation*
Bonnie Ballinger, Executive Director
PO Box 81
Hastings, MI 49058-0644
616-945-0526
bcf@wmis.net
www.barrycf.org

Grand Traverse Regional Community Foundation
Suzy Olsen, Youth Services Director
250 E. Front Street, Suite 310
Traverse City, MI 49684
231-935-4066
solsen@gtrcf.org
www.gtrcf.org

■ **MISSOURI**

Greater Kansas City Community Foundation
Amy Southerland, Communications Project Manager
1055 Broadway, Suite 130
Kansas City, MO 64105
816-842-0944
southerland@gkccf.org
www.gkccf.org

■ **NORTH CAROLINA**

Foundation for the Carolinas
Libby Cable, Program Officer
217 South Tryon Street, Suite 312
Charlotte, NC 28202
704-376-1845
lcable@fftc.org
www.fftc.org

■ **NEW HAMPSHIRE**

New Hampshire Charitable Foundation
Stuart Comstock-Gay, Vice President and Chief Operating Officer
37 Pleasant Street
Concord, NH 03301
603-225-6641
scg@nhcf.org
www.nhcf.org

■ **NEW JERSEY**

Community Foundation of New Jersey*
Ira Resnick, Senior Program Officer
PO Box 317
Morristown, NJ 07963-0317
973-267-5533 x11
cfnjprog@bellatlantic.net
www.cfnj.org

■ **NEW YORK**

Rochester Area Community Foundation
Deborah A. Ellwood, Vice President Community Programs
500 East Avenue
Rochester, NY 14607-1912
585-271-4271 x4312
dellwood@racf.org
www.racf.org

■ **OHIO**

The Columbus Foundation
Dona Lyn Watterson, Senior Program Officer
1234 East Broad Street
Columbus, OH 43205-1463
614-251-4000
dwatterson@columbusfoundation.org
www.columbusfoundation.org

■ **OKLAHOMA**
Oklahoma City Community Foundation
Sam Bowman, Program Director
1300 N. Broadway Drive
Oklahoma City, OK 73103
405-235-5603
s.bowman@occf.org
www.occf.org

Norman Community Foundation
Charles C. Suggs, II, Executive Director
210 E. Main Street, Suite 204
Norman, OK 73069
405-366-2200
ncf@telepath.com

■ **SOUTH CAROLINA**
Spartanburg County Foundation*
Mary L. Thomas, Senior Program Officer
320 East Main Street
Spartanburg, SC 29302-1943
864-582-0138
mthomas@spcf.org
www.spcf.org

■ **SOUTH DAKOTA**
Sioux Falls Area Community Foundation
Marsha Englert, Program Officer
300 N. Phillips Avenue, Suite 102
Sioux Falls, SD 57104-1314
605-336-7055
menglert@sfacf.org
www.sfacf.org

■ **VIRGINIA**
Community Foundation of the New River Valley*
Andrew J. Morikawa, Executive Director
PO Box 6009
Christiansburg, VA 24068-6009
540-381-8999
andym@swva.net
www.cfnrv.org

■ **WISCONSIN**
Greater Milwaukee Foundation*
David Gibbs, Program Officer
1020 North Broadway, Suite 112
Milwaukee, WI 53202
414-272-5805 x104
dgibbs@greatermkefdn.org
www.greatermkefdn.org

**Designates Coalition of Community Foundations for Youth Out of School Time grantee*

National Organizations and Local, State and Regional Intermediaries

This section provides a snapshot of and links to additional information about the national organizations and local, state and regional intermediaries referenced in *Out of School Time Matters.*

National Organizations

- **Afterschool Alliance**
  Judy Y. Samelson, Executive Director
  P.O. Box 65166
  Washington, D.C. 20035-5166
  202-296-9378
  www.afterschoolalliance.org

  The Afterschool Alliance is an alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for after school programs. It serves as a public resource by sharing research and data, creating awareness events such as the nationwide "Lights on Afterschool!" and promoting investment in after school initiatives at national, state and local levels.

- **Afterschool.gov**
  www.afterschool.gov

  Afterschool.gov is a one-stop access web site to government resources that support after school programs. It lists all relevant federal agencies and is governed by an executive committee comprised of representatives from government departments and agencies.

- **Alternatives, Inc.**
  Kathy Johnson, Executive Director
  2013 Cunningham Drive
  Suite 104
  Hampton, VA 23666
  757-838-2330
  www.altinc.org

  Alternatives, Inc. is a source of information, training and technical assistance on successful youth-adult partnerships and youth leadership as well as other areas of youth development. It is best known as the organization that has supported the high level of youth involvement in government, schools and neighborhoods in Hampton, VA, a national model for youth civic engagement.

- **American Association of School Administrators**
  1801 North Moore Street
  Arlington, VA 22209-1813
  703-528-0700
  www.aasa.org

  The American Association of School Administrators (AASA) is the professional organization for more than 14,000 educational leaders across America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

■ **BEST (Building Exemplary Systems for Training Youth Workers)**
Elaine Johnson, Director, National Training Institute for Community Youth Work
Vice President, Academy for Educational Development
1825 Connecticut Avenue, NW
Washington, DC 20009-1202
202-884-8265
www.aed.org

BEST is a network that provides staff development to youth workers in 15 communities. The national BEST Initiative is led by the National Training Institute for Community Youth Work of the Academy for Educational Development and funded by the Wallace-Reader's Digest Funds.

■ **Center for Youth Development and Policy Research at the Academy for Educational Development**
Richard Murphy, Director
AED Headquarters
1825 Connecticut Avenue, NW
Washington, D.C. 20009-5721
202-884-8000
www.cyd.aed.org

The Center's mission is to create and strengthen the infrastructures that support positive development for all youth in America. Activities include public education, research, policy formulation, and technical assistance aimed at US communities that seek to expand opportunities and support systems for disadvantaged young people. The Center aims to shift national and local public debate and commitment from youth problems to youth development. Its goals are: 1) to make "what works" available in order for youth to be productive and involved citizens; 2) to increase the number of people, places and possibilities available to young people by the year 2005; 3) to strengthen and support local systems in order to build a comprehensive youth development infrastructure; and 4) to increase public will to support positive development for all youth.

The Center's new web site, www.afterschool.org, provides program staff, parents, municipal leaders and the public a one-stop source for information on quality programming during the out of school hours.

■ **Chapin Hall Center for Children at the University of Chicago**
Mark Courtney, Executive Director
1313 East 60th Street
Chicago, Illinois 60637
773-753-5940
www.chapin.uchicago.edu

The Chapin Hall Center is a children's policy research center that produces position papers and publications designed to inform policy and practice. As a policy research and development center, Chapin Hall develops and tests new ideas, generates and analyzes information, and examines policies, programs, and practices related to the well-being of children, families, and communities.

■ **Children's Aid Society**
National Technical Assistance Center for Community Schools
Jane Quinn, Assistant Executive Director for Community Schools
105 East 22nd Street
New York, NY 10010
212-569-2866
ta@childrensaidsociety.org
www.childrensaidsociety.org

Serving 120,000 New York City children and their families each year, Children's Aid Society is one of the nation's largest and oldest family services organizations. Its National Technical Assistance Center for Community Schools was created in 1994 in response to demand for information about the Society's nationally-recognized Community Schools model. It helps communities around the country to increase the capacity of public schools and community organizations to work together in long-term partnerships that benefit children and families.

National Organizations and Local, State and Regional Intermediaries

■ **Coalition for Community Schools**
c/o Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
202-822-8405
ccs@iel.org
www.communityschools.org

The Coalition for Community Schools brings together local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools. Its mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools. The Coalition's goals are to: share information about successful community school policies, programs and practices; build broader public understanding and support for community schools; inform public and private-sector policies in order to strengthen community schools; and develop sustainable sources of funding for community schools. Tools, publications and action kits to help communities promote community schools are available at the coalition's website.

■ **Council of Chief State School Officers**
G. Thomas Houlihan, Executive Director
One Massachusetts Avenue, NW
Suite 700
Washington, D.C. 20001-1431
202-408-5505
www.ccsso.org

The Council of Chief State School Officers is a nonprofit organization composed of public officials who head state-level departments of elementary and secondary education in the 50 states. CCSSO works on behalf of state education agencies and is helping them integrate after school initiatives with their education improvement efforts.

■ **Fight Crime: Invest in Kids**
Sanford A. Newman, President
2000 P Street, NW
Suite 240
Washington, D.C. 20036
202-776-0027
www.fightcrime.org

Fight Crime: Invest in Kids is a nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations. The organization's efforts include providing research and evaluation of crime prevention strategies and other information to policy makers and the public and encouragement of government investment in quality after school and child care programs.

■ **Finance Project**
Cheryl Hayes, Executive Director
1401 New York Avenue, NW
Suite 800
Washington, DC 20005
202-628-4200
www.financeproject.org

The Finance Project is a nonprofit policy research, technical assistance and information organization created to help improve outcomes for children, families and communities nationwide. With support from the Charles Stewart Mott Foundation and the Wallace-Reader's Digest Fund, it has developed a series of briefing papers on financing and sustaining out of school time and community school initiatives.

■ **Forum for Youth Investment**
Karen Pittman, Executive Director
7014 Westmoreland Avenue
Takoma Park, MD 20912
301-270-6250
www.forumforyouthinvestment.org

The Forum for Youth Investment is a national initiative designed to increase the quality and quantity of youth investment in the U.S. by promoting a "big picture" approach to planning and policy development. Its goal is to create strategic alliances among the full range of organizations that invest in youth, and to forge strong connections with organizations that invest in young children, families and communities. FYI is a leading source of information and thinking about youth development and out of school time. Its website includes papers, articles and other tools created by the Forum's staff and consultants.

■ **John W. Gardner Center for Youth and Their Communities, Stanford University**
Milbrey McLaughlin, Executive Director
CERAS Building, Room 402
520 Galvez Mall
Stanford, CA 94305-3084
650-723-1137
http://gardnercenter.stanford.edu

The John W. Gardner Center for Youth and Their Communities is a partnership between Stanford University and Bay Area communities to build new practices, knowledge and capacity for youth development and learning. It is engaged in teaching, research, development of new tools, and community-based projects in the Bay Area.

■ **Harvard Family Research Project**
Heather Weiss, Founder and Director
3 Garden Street
Cambridge, MA 02138
617-495-9108
www.gse.harvard.edu

Harvard Family Research Project (HFRP) strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. In its relationships with national, state, and local partners, HFRP fosters a sustainable learning process—one that relies on the collection, analysis, synthesis, and application of information to guide problem-solving and decision. HFRP is helping shape and convene conversations about evaluation in the after school arena.

■ **Innovation Center for Community and Youth Development**
Wendy Wheeler, President
7100 Connecticut Ave.
Chevy Chase, MD 20815
301-961-2837
www.theinnovationcenter.org

The Innovation Center for Community and Youth development offers training, consultation and materials on a broad array of youth and community development topics, including youth governance and involvement, youth-adult partnerships, community assessments, action planning, and evaluation. Tool kits, curricula, reports, videos and other publications are available through the website.

■ **Institute for Youth, Education and Families at the National League of Cities**
Clifford Johnson, Executive Director
1301 Pennsylvania Avenue, NW
Suite 550
Washington, D.C. 20004
202-626-3013
www.nlc.org

The National League of Cities, through its Institute for Youth, Education and Families, helps municipal leaders take action on behalf of children, youth and families in their communities. It is helping mayors and city council members identify ways that they can support the establishment, expansion and improvement of after school programs.

■ **Libraries for the Future**
Diantha Dow Schull, President
27 Union Square West
Suite 204
New York, NY 10013
646-336-6236
www.lff.org

Libraries for the Future is a national nonprofit that helps individual libraries become more effective co-mmunity institutions of the future. Its projects include creating model programs in school-library collaboration, and the establishment of Family Place, a program that transforms libraries into centers for healthy child development and literacy training.

■ **National School Boards Association**
1680 Duke Street
Alexandria, VA 22314
703-838-6722
www.nsba.org
info@nsba.org

The National School Boards Association is a national advocacy organization representing more than 95,000 school board members who govern the nation's public schools. The organization's mission is to foster excellence and equity in public elementary and secondary education throughout the United States through local school board leadership.

■ **National Center for Community Education**
Dan Cady, Executive Director
1017 Avon Street
Flint, MI 48503
810-238-0463
www.nccenet.org

The National Center for Community Education is a nonprofit that provides leadership training in the field of community schools. It provides training for participants in the 21st Century Community Learning Centers Initiative.

■ **National Conference of State Legislatures**
444 North Capitol Street, NW, Suite 515
Washington, D.C. 20001
202-624-5400
www.ncsl.org

The National Conference of State Legislatures is a bipartisan organization dedicated to serving the lawmakers and staffs of the nation's 50 states, its commonwealths and territories. It is working on out of school issues by facilitating meetings with individual legislators and their staff, assisting with the draft and review of legislation, and arranging consultant service for state-specific research and analysis of state after school policy issues.

■ **National Governors Association**
Hall of States
444 N. Capitol Street
Washington, D.C. 20001-1512
202-624-5300
www.nga.org

The National Governors Association (NGA), founded in 1908, is the instrument through which the nation's governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. Its Center for Best Practices is a vehicle for sharing knowledge about innovative state activities, exploring the impact of federal initiatives on state government, and providing technical assistance to states. It is educating and supporting governors as they work on out of school issues.

■ **National Institute on Out-of-School Time**
Center for Research on Women at Wellesley College
Joyce Shortt, Co-Director
Ellen Gannett, Co-Director
106 Central Street
Wellesley, MA 02481
781-283-2547
www.niost.org

The National Institute on Out-of-School Time is a nonprofit that works to promote the importance of children's out-of-school time, influence policy, increase standards and professional recognition and spearhead community action aimed at improving programs serving children and youth. NIOST's work includes the seven-year, systems building MOST Initiative and the National Cross Cities Network for Leaders of Citywide After-School Initiatives.

■ **National School-Age Care Alliance**
Mark Carter, Executive Director
1127 Washington Street
Boston, MA 02124
617-298-5012
www.nsaca.org

The National School-Age Care Alliance (NSACA) is a national membership organization representing an array of after school program providers. It promotes national standards of quality school-age care and grants accreditation to programs meeting those standards.

■ **Public Education Network**
Wendy D. Puriefoy, President
601 Thirteenth Street, NW
Suite 900 North
Washington, D.C. 20005
202-628-7460
pen@publiceducation.org
www.publiceducation.org

The Public Education Network (PEN) is a national association of local education funds advancing school reform in low-income communities. Active in 28 states and the District of Columbia, PEN's 69 local education fund members serve more than 6.5 million children in 8,600 schools and 313 school districts. Since they were first launched nearly two decades ago, local education funds have provided more than $1.5 billion to public schools in their communities. PEN's Schools and Community Initiative is an effort to enhance and sustain school-community linkages and partnerships.

■ **Save the Children**
54 Wilton Road
Westport, CT 06880
203-221-4000
www.savethechildren.org

Save the Children's Web of Support after school initiative provides 125,000 children and youth access to safe places, constructive activities and caring adults. Web of Support programs are in five urban areas (Bedford Stuyvesant, NY; Bridgeport, CT; Cincinnati, OH; San Francisco, CA and Los Angeles, CA).

■ **21st Century Community Learning Centers Initiative**
www.ed.gov/21stcclc

The 21st CCLC program is a billion dollar governmental program created to provide expanded academic enrichment opportunities for children attending low performing schools. Its website provides links to federal sources of information and strategies to support youth during out of school hours.

■ **Youth Development Institute of the Fund for the City of New York**
Peter Kleinbard, Vice President
Fund for the City of New York
Director, Youth Development Institute
121 Avenue of the Americas, 6th Floor
New York, NY 10013
212-925-6675
info@fcny.org
www.fcny.org

The Youth Development Institute (YDI) is well-known for development of the Beacons model. Beacons are school-based community centers open after school, evenings, and weekends that offer children, young people, and families a wide range of services. Their intent is to create safe havens and to stand as a symbol of hope and opportunity in neighborhoods most affected by substance abuse, crime, and violence. YDI operates 80 Beacons in New York City and, in the mid-1990s, with support from the Wallace-Reader's Digest Fund, adapted the Beacons model in Denver, Minneapolis, Oakland and Savannah.

Local, State and Regional Intermediaries

■ **After-School for All Partnership**
Debra McLaughlin, Managing Director
245 Summer Street, Suite 1401
Boston, MA 02210
617-624-8135
www.afterschoolforall.org

Boston's After-School for All Partnership is a public-private venture, announced in March 2001, that includes the city of Boston, the Boston Foundation and private foundations, Harvard University, and other institutions. Each partner has made a commitment to invest substantial new funds over five years in after school and summer initiatives in an effort to expand the availability and improve the quality of programs for Boston's youth. The commitments total $24 million over the five years. As well as increasing access and improving quality, the Partnership is working to develop sustainable, significantly increased streams of public and private resources to fund a system of after school and summer programming in Boston.

■ **After-School Institute**
Rebkha Atnafou, Director
2 East Read Street, 3rd floor
Baltimore, MD 21202
410-332-7467
www.afterschoolinstitute.org

The After-School Institute is a Baltimore based capacity-building organization that provides training and support to after school programs. As a partner of Baltimore's After-School Strategy, the Institute works to strengthen the support system among after school providers, families, teachers, and community organizations.

■ **California Tomorrow**
Gregory Hodge, Chief Executive Officer
1904 Franklin Street
Suite 300
Oakland, CA 94612
www.californiatomorrow.org

California Tomorrow is a nonprofit organization dedicated to helping build a strong and fair multi-racial, multicultural, multilingual society that is equitable for everyone. It works with schools, family-serving institutions, early childhood programs and communities to respond positively and equitably to diverse populations.

■ **Connecticut for Community Youth Development**
Deborah Stewart, Project Director
Youth Development Training and Resource Center
389 Whitney Avenue
New Haven, CT 06511
203-789-7645
www.theconsultationcenter.org

Connecticut for Community Youth Development is a statewide capacity-building program that provides training, communications and resources to youth workers and youth funders in Connecticut. It is operated under the auspices of The Consultation Center.

■ **D.C. Children and Youth Investment Trust Corporation**
Greg Roberts, Executive Director
1301 Pennsylvania Avenue, NW
Suite 309
Washington, D.C. 20004
202-347-4441
www.cyitc.org

The D.C. Children and Youth Investment Trust Corporation is a nonprofit created to provide a sustainable network of effective out of school time programs and opportunities for children, youth and families in the District. The Corporation leverages public and private funds and disburses them through grants to community organizations. It also provides technical assistance to providers of after school programs and works on standards and evaluation strategies.

■ **Family League of Baltimore City, Inc.**
Janis Parks, Executive Director
2700 North Charles St.
Suite 200
Baltimore, MD 21218
410-662-5500
www.flbcinc.org

The Family League of Baltimore City, Inc. was founded in 1991 as a quasi-public, nonprofit organization to fulfill the Maryland legislative mandate for the establishment of Local Management Boards (LMBs) in all jurisdictions in the state. The role of the LMB is to focus attention and resources on improving the well being of children and families by engaging communities and encouraging public and private partnerships.

■ **Juvenile Welfare Board of Pinellas County**
James E. Mills, Executive Director
6698 68th Avenue North, Suite A
Pinellas Park, FL 33781-5015
727-547-5600
www.jwbpinellas.org

The Juvenile Welfare Board of Pinellas County, supported by local government, promotes and supports the healthy development of children and families in Pinellas County through advocacy, research, planning, training, communications, coordination of resources and funding. It contracts with agencies to provide programs.

■ **Partners in Out-of-School Time of Charlotte and Mecklenburg County (POST)**
Claire Tate, Director
217 South Tryon Street
Charlotte, NC 28202
ctate@postcarolinas.org
www.ostonline.org

Partners in Out-of-School Time (POST) is a collaborative community-wide commitment to provide each child in Charlotte-Mecklenburg County a safe, supportive, stimulating environment when school is out. It is working to improve the quality of programs, increase the supply of programs and activities, particularly in under-served neighborhoods, and build community awareness of the importance of out of school time opportunities.

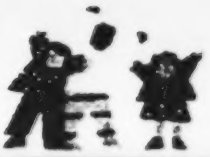
■ **PlusTime NH**
Cynthia Billings, Executive Director
160 Dover Road, Suite 1
Chichester, NH 03234
603-798-5850
www.plustime.org

PlusTime NH is a statewide nonprofit whose mission is to improve the quality, quantity and affordability of out of school programs for youth in New Hampshire. PlusTime works with communities to start programs, train staff, facilitate monthly directors networks and to educate business, schools and community about the importance of providing positive activities for youth during the out of school hours.

■ **YouthNet of Greater Kansas City**
Deborah Craig, President
104 West 9th Street
Suite 104
Kansas City, MO 64105
816-221-6900
www.kcyouthnet.org

YouthNet works to improve the life opportunities of Kansas City young people by promoting quality youth development programs in the after school hours. It helps implement a common set of standards of quality performance and provides training and technical assistance to agencies.

About CCFY



Out of School Time Matters: *What Community Foundations Can Do*

Launched in 1991 to build the leadership capacity of community foundations on issues affecting children, youth, and families, the Coalition has grown into an alliance of 200 community foundations. The Coalition serves the community foundation field through three interlocking spheres of activity:

Learning

- providing training on the diverse roles community foundations can play in improving child, youth, and family well-being
- enabling community foundations to access leading researchers, practitioners, organizations, and materials
- responding to needs identified by community foundations
- documenting and disseminating innovative ideas, lessons learned, and best practices

Leveraging

- accessing national resources for community foundations of all sizes and at every stage of development
- enabling community foundations to leverage new sources of local human, social, and financial capital

Linking

- connecting compatible community and national foundation objectives
- connecting community foundations to each other to address common interests and concerns
- creating momentum by connecting local priorities to complementary policies, work, and other activity at the national level
- facilitating the level of relationships, trust, and collaboration necessary to enable diverse segments and sectors of the community to pursue goals directed toward the common good

Coalition of Community Foundations for Youth
15639 Leavenworth Road • Basehor, KS 66007-9768
913.713.6111 • 800.292.6149
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